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PARENTS AND THEIR PROBLEMS;

THE NATIONAL CONGRESS OF MOTHERS

AND PARENT-TEACHER ASSOCIATIONS

MARY HARMON WEEKS,



Read and approved by Mrs. Frederic Schoff, President, National Congress of Mothers; Mrs. Joseph P. Mumford, Hon. Vice-President, National Congress of Mothers; Dr. J. George Becht, A.M., Sc.D., Executive Secretary, Penn. State Board of Education; Mrs. E. R. Weeks, Vice-President, National Congress of Mothers and Chairman, Publication Committee.



Published by

THE NATIONAL CONGRESS OF MOTHERS
AND PARENT-TEACHER ASSOCIATIONS

WASHINGTON, D.C.

37249

THE JUDGMENT OF PARIS

Walter McEwen, 1860 —, U. S.



S a humorous adaptation to modern life, of a Greek myth, which boys and girls will enjoy not only for the dramatic but for the dainty-ile.



PARENTS AND THEIR PROBLEMS;

CHILD WELFARE
IN
HOME, SCHOOL, CHURCH AND STATE.



EDITED BY

MARY HARMON WEEKS.

Read and approved by Mrs. Frederic Schoff, President, National Congress of Mothers; Mrs. Joseph P. Mumford, Hon.

Vice-President, National Congress of Mothers;

Dr. J. George Becht, A.M., Sc.D., Executive Secretary, Penn. State Board of Education;

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ORIGIN AND FOUNDERS

QUOTATIONS

"I would like to couple in one group mothers' meetings and men's clubs. The last have not yet been used very much for discussions of home problems, but surely these problems are as vital as any they now discuss. These problems have suffered from over-feminization. We have regarded them as mothers' problems. They are fathers' problems, too; and most fathers will welcome a straight discussion of the subject. If some of the men are not fathers, they have all been sons, and the opinion of the sons often throws as much light on the home problem as the opinion of the father."

"If the women's clubs of this country, now so strong in numbers, so vigorous and influential, would devote themselves for a time absolutely and entirely to the study of children and their needs, to the working children, the pauper children, the feeble-minded and epileptic, the neglected and truant, the delinquent; if they would investigate school hygiene and architecture, schoolbred diseases, kindergarten work, its defects and virtues; if they would study normal as well as abnormal children, in order to know what training each should rightfully receive, what a wonderful stimulus would be given to education."—*Nora Archibald Smith.*

"In the presence of his task a man must say to himself, in no uncertain utterance, that it makes a spiritual appeal to him, that he will lend all his energy to this appeal; that he will dedicate himself to it in a manner worthy of its great significance. Then the day's work is no longer burdensome; it is transformed into an opportunity by which one may let himself out as creator through the spiritually conceived idea. There is no day laborer to whom this does not mean what it means to the genius; for each is seeking, in his own way, along his own path, an opportunity for growth. Thus it is in the attitude towards the task and not in the task itself that the possibility of growth lies."—*Thomas Tupper.*

THE MOTHER'S HYMN

MARGARET E. SANGSTER

Written for the Tenth Anniversary of the National Congress of Mothers

Of old they brought their babes to Thee,
Our earthly ways who trod,
And veiled in our humanity
The mighty love of God.
The mothers held their little ones
So very close and near,
Thy look was brighter than the sun's,
And yet they felt no fear.

Thy blessings, gentle as the dew,
Fell on each little head,
And heaven itself came floating through
The words the Master said.
We, mothers of a younger day
And of another time,
Are fain to seek Thee in the way;
To Thee, our prayers would climb.

We seek Thy blessing on our own
Sweet lambkins of the fold;
We bring our children to the throne
In aspiration bold.
Receive us, Lord, as if indeed
We touched Thy garment's hem.
Accept our little ones, we plead,
Be all in all to them.

O Christ, Who walked beside the sea,
To Whom the children clung,

Let mothers' praise ascend to Thee
In every land and tongue.
And for this land divinely blest,
One blessing more we crave;
Accept the offering of our best,
And all our children save.



MRS. HARRIET McCLELLAN AND HER DAUGHTER, MRS. THEODORE BIRNEY,
WITH HER CHILDREN

I

MRS. THEODORE WELD BIRNEY

OUR FOUNDER

HARRIET A. McLELLAN

Honorary Vice-President of the National Congress of Mothers



LICE JOSEPHINE BIRNEY, eldest daughter of Leander C. McLellan and Harriet Ann Tatem, was born in Marietta, Georgia, October 19, 1858. Her father, who was born in Cabarras County, North Carolina, was a descendant of a Scotch family which came to this country in the seventeenth century. The McLellans were noted for their integrity and forcefulness and for loyalty to the Presbyterianism of their forefathers. Her mother was born in St. Croix, West Indies, of which place her father, Joseph John Tatem, was a native. The Tatems were descendants of old English families who settled in Bermuda about the sixteenth century.

Ancestry

Mrs. Birney attended a private school in Marietta, Ga., until she was fifteen, when she spent one year at the Atlanta High School for girls. Her education was completed at Mount Holyoke.

Education

Her first husband, Alonza J. White, of Charleston, North Carolina, lived but a short time after his marriage. A daughter, now Mrs. Harold Walker, was born after his death.

Marriage

A number of years later, Mrs. White married Theodore Weld Birney, grandson of James G. Birney, the noted leader of the Free-Soil party. Mr.

and Mrs. Birney made their home in Washington, D. C., where two daughters were born to them. On the Fourth of July, 1897, the husband passed away. In speaking of this loss, Mrs. Birney said: "Since his death, the work of the Congress has been a boon to me, as work of the right kind must always be to those who carry the inexpressible burden of a great grief."

Characteristics

In Mrs. Birney were united much of the moral courage and intellectual directness of thought of her father and the deep spirituality of her mother, together with refinement of nature and a shrinking from notoriety. She was reared in an atmosphere of unselfishness and devotion to duty, and was taught to consider first the comfort and welfare of others. As a child, she was always planning to do some great good when she was grown. Her sympathy with dumb animals was intense. "When I grow up, mamma," she said, "I shall build a great, big house where all the poor cats and dogs will be cared for." She was an interested companion to her father, and enjoyed his talks on subjects that few parents discuss with a child. She often wrote for him compositions on some practical theme and it was his great pleasure to encourage her to express her thoughts in this way.

**Loyalty and
justice**

She loved her friends loyally, and readily forgave those who tried to injure her, saying, in the words of the Savior, "They know not what they do." But her sense of justice, which was one of her dominant characteristics, was early developed, and for injustice she had little patience. Even as a child of ten, her indignation was roused to such an extent that she never forgot the man who offered beautifully bound bibles to her and her little friends, if they would commit to memory the shorter Cate-

chism. It was not an easy task, but a number of them accomplished it, and each received a poorly bound volume. To one who knew Mrs. Birney the permanence of the impression of injustice was plainly seen in her unusual emphasis on just treatment of all those connected with her work, whether they met with her approval or not.

Her far-sightedness was a constant source of wonderment to those in close contact with her public life, and as the things which she foretold come to pass, her associates are sometimes amazed that a woman who had lived so sheltered and so quietly for many years, had been able to plan so wisely on things hidden far in the future. To her consciousness there seemed to be a great principle involved in her work for mothers and children, and she felt sure it would grow until all the world would recognize the magnitude of the cause. It is not strange, that as they see these principles gradually gaining recognition not only in our own country, but in all other civilized lands, and feeling their way even in semi-civilized places, those most intimately associated with Mrs. Birney feel that in her ability to see the vision and build for future generations, she belongs, as it were, with the men who framed our constitution.

Far-sightedness

Mrs. Birney left her work in her Father's hands on the 20th of December, 1907.

Date of her death

When she "grew up" she builded the spiritual house within whose sheltering walls not only helpless dumb animals find care, but all the little children and the anxious mothers will be assured the protective thought of home, church, school, and state.

It is the hope of the Congress that she may live again in "thought made visible" by a memorial building in Washington which will house the activities for child welfare which she initiated.

II

PHOEBE A. HEARST

Co-Founder of the National Congress of Mothers

MRS. ARTHUR A. BIRNEY

Washington, D. C.

Corresponding Secretary of the National Congress of
Mothers



WHILE the inspiration of the National Congress of Mothers is due to the loving mother thought for all children of Mrs. Theodore W. Birney, the possibility of placing the subject before mothers and educators is due to the generosity of another noble woman, Mrs. Phoebe A. Hearst.

When Mrs. Birney presented the thought to her, she was so impressed with the value to coming generations of the importance of child study from the parent's standpoint, that she gladly promised assistance to the work.

The first three conventions were financed entirely by this great woman, who for many years has ranked among America's truest philanthropists. Those who knew the work in the beginning, know how generously she gave, not only of her means, but of her time and strength, and they feel that to her rightly belongs the title of co-founder.

III

THE CONGRESS ORIGIN

MRS. THEODORE W. BIRNEY



T was not long after the birth of my second child that I determined to put before a few of my intimate friends my idea that there should be something like a fraternity among mothers. I had a devoted husband, a lovely home and everything to make me happy, and yet it seemed to me that the responsibility of the little human souls dependent upon me for guidance involved so much responsibility that too much could scarcely be done to acquire the necessary strength and knowledge to perform my duties as a mother. I began to think of the hundreds of mothers not so blest as I who, besides being deprived of the education that would aid them in the home training of their children, were lacking in the knowledge conducive to making home healthy, cheerful and happy. I thought of those careless of the responsibilities devolving upon them as mothers, and it came to me with convincing force that a system of mutual aid should be developed among all mothers. Then I would look up at the great capitol and realize that there the men were making the laws for the state, and acting upon all the great movements, material and civil, and the thought of the great responsibilities of citizenship would occur to me. Why, if these men meet and study and discuss these questions, should not the mothers of the future citizens meet, study and dis-

The sug-
gestion

cuss those principles which would enable us to be better mothers and capable of directing that citizenship in its early stages of child-life, and ultimately exercise an influence that would mean a betterment of all humanitarian conditions?

Encourage-
ments

This question was so continually with me that I expressed it frequently to a number of my progressive women friends. In the summer of 1895, I first publicly presented the thought in Kellogg Hall, at Chautauqua, where Miss Francis E. Newton of Chicago and Miss Mary Louisa Butler of New York were holding mother's meetings in connection with their kindergarten work. The cordial reception extended to me filled me with joyous anticipation of success.

In the spring of 1896, I sent out a circular letter to educators and philanthropists throughout the country, asking what they thought of such a congress as we anticipated holding, devoted to the discussion of issues of vital interest to mothers. The replies were prompt and enthusiastic, and in many the same expression was used: "You have struck the keynote of reform." The work is, of course, formative rather than reformatory, as, in this age, that should be the aim of all philanthropic agencies.

First
meetings

The first meeting was held in the city of Washington, February, 1897. The first session took place in the banquet hall of the Arlington Hotel. It was found, however, entirely inadequate for the purpose, owing to the great crowds which thronged to the sessions. Consequently, we adjourned to a church, and the rest of the meetings were held there. The definite organization was not compassed at this meeting. It did not seem wise to effect it until the aims and purposes of the movement had become more generally

known, and until those who had attended had returned to their homes and demonstrated the sincerity of their enthusiasm by establishing mothers' clubs of ten, fifteen, or twenty members.

The second congress was called in May, 1898, and definite organization was perfected at that time. The third congress was held in February, 1899. This meeting would unquestionably have been the largest in attendance had it not been for the frightful blizzard; but on the morning that the congress was to have been opened, the fourteenth of the month, there was a snowdrift as high as the church door, and travel was blocked in every direction. Washington had never known such a storm. In consequence, our convention was delayed two days. It is an interesting fact that not one speaker failed us, in spite of the terrific storm. Some of the delegates were delayed on the road two or three days, but there was evinced on every hand, that earnestness, enthusiasm and sincerity which render success inevitable in any great educational movement.

I am always prepared for the question of why the congress is called a congress of mothers, since its objects appeal to fathers, guardians, educators and all those who are in any way associated with child life. It is so called because the mother has been divinely appointed to be the caretaker of the child, and because of her constant and close contact with it. She would naturally be the first to respond to the call which was issued in October, 1896.

I am often asked why I thought the Congress was needed. Humanity demanded a medium for the mutual development of mothers, because, while the most careful training is requisite to success in any of the varied vocations of life, the vocation of parent-

Name

**Reasons for
organization**

hood, of all others the most sacred, the most important, has been, until recent years, left to instinct alone for guidance, the great mass of people being still blind to the necessity for enlightenment in this field. No systematic, true character building can be accomplished for childhood until parents study their children as individuals rather than *en masse*, until they recognize that the most precious material in the world today is in their hands for modeling, not into an insensible thing of beauty, but into a living force whose influence for weal or woe no mortal can determine.

Primary
objects

The primary object was to awaken public opinion to a recognition of the responsibilities of parents and to their need of training in order to properly discharge these responsibilities. In order to do this, the second object is obviously to urge the formation of mothers' clubs, parents' and teachers' unions, child study circles and similar organizations throughout the country, for the earnest study of all that tends to the advantage of the child before birth, and to its moral, mental and physical development afterwards. Another object of the congress is to hold an annual convention, at which delegates can report upon past progress and receive the benefit to be derived from a great gathering of earnest women and men animated by a love of humanity and an ardent desire for the attainment by the race of a nobler type of manhood and womanhood.

Promoters are
mothers

I myself am the mother of three daughters, one between five and six, and another between four and five years old. One of my associate officers has nine children, another has six, another seven. They are all mothers. We number from forty-five to fifty in our national board of officers, and there is not a

woman on the board who has no children. Furthermore, the leading spirits in our movement are emphatically women of the home. Personally, with the exception of about two or three weeks, in spring and fall, when my official duties seem to require me to take brief trips away from home, my time is spent with my babies in my home at Chevy Chase, Washington, where I hold I belong, and where all mothers belong unless they are so situated as to be compelled to earn a livelihood, which of course alters the ease. The women whom I am so fortunate as to have associated with me in this work are nobly unselfish and unflagging in their efforts for the cause, and our board is at all times a most harmonious one.

One of the fundamental purposes of our work is character building from the cradle. When this is given the greatest prominence in all education—all work—then will principle rather than policy dominate the lives of men and women, and truth and justice will sit enthroned in human consciousness. Then will cease the wild, mad worship of Mammon, for mere wealth will not be accepted as a substitute for that which is above all price, a noble manhood or womanhood. The question will be, not “What has he?” but “What is he?” One of the most pathetic sights in the world today is that of a youth without ideals, with sordid motives, with a standard of material possessions, and a desire to attain success because of what it will bring rather than because of merit.

The great interest which our movement has awakened everywhere is a most hopeful sign in these closing years of a century which marks one of the most extraordinary epochs in the world's history. Indeed, it is one of many significant evidences that great

The work is
fundamental

spiritual forces are stirring in the hearts and minds of mankind, and bearing fruit in a thousand forms which presage a new era, the dawn of which is already breaking. Our movement is organized for the purpose of securing the highest development of the manifold interests of the home, through co-operation with educators and legislators to secure the best physical, mental and moral training for the young, enlightenment of motherhood upon the problems of race development, and improvement in the condition of motherhood in all walks of life.

Our work is essentially fundamental in character. We are endeavoring as far as possible to save the race through the child. We aim to substitute enlightenment for ignorance in regard to maternity,—to make of every household a home, by educating the fathers and mothers in true parenthood, by bettering the condition of the home, multiplying its pleasures, and creating more ideal surroundings for the children.

The mental attitude of thousands today is one of receptivity. Never before were people so ready to accept new thought from all sources. It has been truly said: "To cure was the voice of the past; to prevent is the divine whisper of today." May the whisper grow into a mighty shout throughout the land, until all mankind takes it up as the battle cry for the closing years of this century.

Places of
meeting

It was at first thought that the meetings of the Congress might be held each year in Washington, but as the needs of different sections became apparent, it was deemed wise to hold annual conventions in different parts of the country, where inspiration was needed, and to hold triennial international meetings in Washington.

IV

THE NEED FOR ORGANIZATION

MRS. THEODORE W. BIRNEY

1897

Speech at the First Meeting of the Congress



THE age in which we live is, as everyone knows, the age of "movements"—it is a time of specialized work and of organized effort.

The age of
movements

Every conceivable interest has been the subject of attention, of inquiry, and often of organization.

It has therefore seemed to us good and fitting that the highest and holiest of all missions—motherhood—the family interest upon which rests the entire superstructure of human life—and the element which may indeed be designated as the foundation of the entire social fabric, should now be the subject of our earnest and reverent consideration. I refer to what is called child-study—that broad, deep theme, most worthy, in all its varying phases, of our study and attention, because the fundamental one.

This is a time known pre-eminently in the history of the world as "woman's era." Much has been said and written in these latter days about woman's higher education and her extended opportunities, so much that we have failed to hear the small voice appealing to us in behalf of childhood; yet how, I ask, can we divorce the woman question from the child question? Is not the one the natural, logical corollary of the other? Let us then consider for a moment some of the needs of childhood.

The
"woman's
era"

Acquiring the
finest culture

There are good literature and many books and articles pertaining to child culture and kindred topics, pre-eminent among them the thoughts given to us by that friend and benefactor, the great and good Froebel. When a mother in her own home applies what she may learn from these books, reverently studying the three-fold nature of the immortal being committed to her care, she will acquire the truest, finest culture the world can offer, and then knowledge will be added to love, mother-patience, and gentleness—attributes which transcend all learning.

It is because most women have not had the knowledge and training which would enable them to evolve the beautiful possibilities of home life that they have in many instances found that sphere narrow and monotonous.

Character
building vs.
cultivation of
the intellect

Is it probable that a boy of twelve, who had had the ideal life of the kindergarten, followed by a course of instruction in which the proper development of the child's nature was made equally important with mathematics, would be a terror to his home? Would he fill his little sister's heart with truly maternal anguish by pretending to torture her doll or drive his little brother to tears and angry words by persistent teasing? "Trifles," people say; but these habits are no trifles in the building of character. All too soon the plastic period of childhood is over, and too often, alas! health, strength of physique and sweetness of character are sacrificed to indifference in training and education, if character building has been subordinated to the so-called cultivation of the mind.

Kindergartens
or reforma-
tories

How strangely the world has worked! How at variance with all natural law! For every kindergarten there are a hundred, nay, a thousand prisons,



MRS. THEODORE WELD BIRNEY

Founder and First President National Congress of Mothers and
Parent-teacher Associations.

jails, reformatories, asylums, and hospitals. And yet society cries out that there is need for more of these. Are we blind that we fail, as a nation, a state, as individuals, to recognize the incontrovertible fact that such demand will never cease until we cut off the supply? And does it not behoove us to work with a will and together, that the little ones of today may not require such training as civilization offers through its police and courts of law in place of the kindergarten schools? Let us have no more croaking as to what *cannot* be done; let us see what *can* be done, and, above all, see that it *is* done.

This is in no sense a sex movement, nor has the appeal to take up this child culture and kindred topics been made to mothers alone. Men have a thousand imperative outside interests and pursuits, while Nature has set her seal upon woman as the caretaker of the child; therefore, it is natural that woman should lead in awakening mankind to a sense of the responsibility resting upon the race to provide each new-born soul with an environment which will foster its highest development. Let mothers, fathers, nurses, educators, ministers, legislators, and mightiest of all in its swift, far-reaching influence, the press, make the child the watchword and ward of the day and hour; let all else be secondary, and coming generations will behold a new world and a new people.

Untiring, universal, individual effort, with such organization only as may prove helpful, will build a bridge upon which struggling humanity may safely cross into a new land, leaving forever the old, with its unending reformatory movements, its shattered homes; and the keystone of that bridge will be maternal love, while in that fair domain the splendid edifice of the new civilization will bear the cornerstone of home.

Not a sex
movement

The bridge of
organization

V

WHY MOTHERS SHOULD ORGANIZE

MARY LOWE DICKINSON

President of the National Council of Women
Speech at the First Meeting of the Congress

The mother
heart



It is the mother heart that has shown itself in the unprecedented growth of philanthropic movements, in the vigorous grip now being felt upon the problem of poverty and pauperism, in the loving sympathy with sickness and suffering, and in its recognition of the starving and blunted aesthetic tastes of the masses. It is that spirit that is answering to the cry of the womanhood and childhood of other lands, by thousands of tender voices and myriads of helping hands. And do we ask more when it has already made women the foster mothers of every moral movement of our time? Yes, more; and if this new society justifies its right to be, we shall see a day when the outstretched hands of mothers shall make an orphanage for the whole world's childhood, and their beating hearts will form a bulwark against every tide of evil that, threatening, dares to creep to the threshold of our homes. This being true, no cloud of prejudice or precedent should hold back our eyes from the vision, or our ears from bidding this new organization Godspeed. It is no child's play which has been undertaken.

* * * * *

Co-operation
of women

Co-operation is the watchword of the century.
Not all old sayings are true, nor are the oldest say-

ings the truest, but there is both ripeness of years and power of truth in the common adage that "In union there is strength." Women are proving it by combination for the moral welfare of the young, for home protection, for supremacy of spiritual influences—for whatever, in short, arouses their sympathies, stimulates their aspirations, or offers a prize to their hopes.

With men the power of co-operation is felt primarily in outward and material things; with women, in inward and spiritual concerns. Men unite in enterprise with other men who can supply the necessary capital; women with other women who can supply the necessary sympathy, and the energies to produce practical results are required by both.

Co-operation
of men

Concerning the influence of motherhood, we often hear it quoted that "The hand that rocks the cradle is the hand that rules the world." The truth of the saying would be more impressive if the world to be ruled in each generation were the world that is in its infancy. At that stage rocking and ruling are synonymous, for the soothing that keeps the subject sleeping is giving it its best chance to grow. Later on it is not soothing and sleeping that are needed, but everything to waken faculties, to guide tendencies, to check the lower, to develop the higher, nature.

Kind of
mother
influence
needed

The mother, to remain the ruler, must also be the leader. The impatient march of young and eager feet will not keep time to the strains of lullaby. The hand that tenderly, through fretful days and wakeful nights, kept her kingdom in the slumber of peace, must be able to grasp new scepters if she would rule the new world, that could not be kept in its cradle, however sweet her song.

Science, education, art, social life, philanthropy,

economies, have each their kingdom and their rulers and their laws. Motherhood, that underlies and overshadows all, has been the most neglected of them all. It is time that they who enter its sacred borders know the greatness of their inheritance, the glory of its possibilities.

* * * * *

A few facts
learned by
mothers

History, observation and experience have taught mothers a few facts. They saw on every hand evils that threatened the nobility and purity of their boys, and they have learned the fact that no government ever rouses itself to restrain an evil, to correct wrong, or to restore a right until driven to do so by the demand of the people. It is a significant fact that the people will never make an effective demand for reform along any line until, to the majorities, the need of change is apparent. The need of reform can only be made apparent to the many by the investigation of truth and the dissemination of knowledge on the part of a few. The few rarely, if ever, begin to investigate or to disseminate truth concerning them, until they have grown to the proportions of gigantic wrongs.

A "burning
shame"

When a national evil becomes a national disgrace, we women speak of it as a burning shame. That ought to mean that the iniquity, which alone makes the shame of things, is under the power of a consuming or refining fire, and that sooner or later it will be purified, or it will be destroyed. Such a fire may fail to bring us to sackcloth and ashes, but a burning thing emits light and shows depths of misery and guilt such as at another stage of iniquity would never have been revealed.

What a few
mothers have
done

As down through the centuries, one wrong after another has moved on into this catalogue of burning

shames, there have always been found a few brave mothers to stand beside the men who were servants of their country and lovers of their kind, to light their torches in the burning, and to go forth bearing their light into the world.

When evils crept in that defiled and polluted religion, there were goodly mothers among the promoters of the Reformation. When British tyranny threatened colonial liberty, there were mothers among the promoters of the Revolution. When illiteracy has seemed to blunt and paralyze the power of the people, mothers have stood among the fathers as evangels of education. When the tide of intemperance rises till it sweeps across our thresholds and threatens the children in the cradles, mothers are first among the pioneers of protection.

Over and over again in the course of our national existence has the same fact reappeared. We never grapple with beginnings. As a people, we never put forth our strength against evils when they are small. We feel ourselves to be a nation young and strong, and, like David, we are not going to the brook for smooth stones for any but a giant worthy of our sling. Not a serpent that has ever stung us, corrupting our national life with its poisonous touch, but could have been crushed in its infancy—even if men had thought it beneath their notice—by the lifting of the woman's heel.

And in that final clause, we have the alphabet, from which may be spelled the story of our country's future weal. Let the present wrongs and evils result as they may. Let them grow to be even greater than they are. If each American mother can rear her boy to see the giants in all their hideousness, and to feel that he is to be the hero that is to help overcome

Our nation
does not
grapple with
beginnings

A few
convictions

them one by one—if she can lead him to choose the smooth pebbles of truth that the current of swift-running events will always supply, teach him to hold the sling of courage with steady hand, then we shall have a foundation that would make the mother's kingdom ever after sure. They will meet the obligation.

Let the opinion that possibly a mother's temper, spirit, degree of cultivation of mind and manner, her thoughts, prayers, love, may influence her child, give way to the conviction that they do and must inevitably shape it for evil or for good, and we have given woman the strongest incentive to cultivate in her own character "whatsoever things are true and lovely and of good report." What surer death to envy, vanity, malice, meanness, fretfulness, and all the horrible brood of passions that nest out of sight in many a woman's life than to know that the whole black-winged flock will make home in the white soul of her child?

How much of the hardness of heart, think you, in the manhood of today, how much of the slimy sinuosity of our political life, how much of the wriggling inconsistency of character that marks life in high places, how much of the hiss and sting that awaits the highest endeavor and the noblest aspirations, are due to the fact of the persistent diet of serpents and of stones?

What we
would have

What, then, would we have? First, that women, mothers especially, who are becoming students of everything else under the sun, become students of childhood and students of every system, scheme, plan and practice for the development of the body, mind and character of the child; not that the students of today shall make good mothers, but that the mothers

of today shall make good students. It is the one thing of universal interest to the present, of universal importance to the future of the individual, of the nation, that the women of today accept, as their divine responsibility, the childhood of today.

As I went about that wonderful White City during the Columbian Exposition, and saw it shining at night with the purple and rose tint and gold, I said softly to myself, "We women have it in our power to make a white city, whose foundations shall be laid, deep down in women's and children's hearts, of the everlasting principles of truth and justice, on which our next four centuries of prosperity must rest." It will be literally a "city not made with hands." The stones of its buildings will be the white thoughts of white-hearted women. It will be a city that shall glow some times with the rose tints of our hope for the race, with the golden glow of our purposes for good, and may be by and by with the purple of our honest pride in the good that we have wrought.

The material for such a city has long been lying in the hearts and brains of America's women. If we are wise enough to choose and brave enough to build, and true enough to keep our work white and clean from all touch of ignoble things, we may have, by and by, as an outgrowth of our nation's birthday festival, a "city that hath no need of the sun," a structure of character and life and glorious work of which that White City was but an evanescent prophecy and a dream.

Standing on the threshold of this new movement, remembering, as we all ought to remember, that noble lover of little children who gave her life in mistaken martyrdom of motherhood, I feel the

Our "White
City"

solemnity of this occasion, and if we have been called to lay here and now the corner stone of our White City, never for one moment will we forget that we work not single-handed, for "the builder and maker is God."

VI

HANNAH KENT SCHOFF

President of the National Congress of Mothers

MARY H. WEEKS



ANNAH KENT SCHOFF, born of an English father and a Massachusetts mother, is a native of Pennsylvania. On the maternal side, she is descended from Elder Brewster and Francis Cook, who came over in the Mayflower. Her mother had been a pupil under the personal direction of Horace Mann. It is therefore easy to trace the influences which moulded her for the work she was to do in later life.

Antecedents

In 1873 she married Frederic Schoff of Massachusetts, a graduate of the Newton schools and of Cornell University. His deep interest in welfare work has made him the sympathetic adviser of his wife in her efforts for the betterment of conditions for children, and Congress leaders freely acknowledge the value of the counsel and encouragement which he has so freely given in many of their difficult undertakings.

Marriage

For twenty-five years Mrs. Schoff devoted her time and thought to the upbringing of her family of four boys and three girls. The fact that they graduated with honors from Harvard, Cornell and Bryn Mawr and now fill positions of trust and consideration indicates the ability with which she performed the duties of motherhood.

Family

Through the enthusiastic interest of an aunt who was an intimate friend of Mrs. Theodore Birney, Mrs.

**Offices in the
Congress**

Schoff became associated with the founders of the National Congress of Mothers, and attended its initial meeting in 1897. In 1898 she was elected vice-president, Mrs. Birney having said that she wanted a home woman for this office. In 1899 she organized the Pennsylvania branch of the National Congress and became its first president. Both of these offices she retained until she was elected president of the national body, in 1902.

How she
regards her
office

A member of her family says: "When the Congress was founded, Mrs. Schoff said, 'It is the most worth while work in the world,' but, being absorbed in her own family life, and having no inclination towards public work, she had no idea of taking active part in it. However, chosen by Mrs. Birney, first as chairman of the program committee and then as vice-president, she was so closely associated with her that she was compelled to assume more and more responsibility, as Mrs. Birney's health failed. When she was unanimously elected president, she accepted the office because the needs of childhood and the needs of mothers made so strong an appeal to her. Regarding the presidency as a divine trust, she consecrated herself to place the work before any personal ambition."

Her study of
child
delinquency

In 1898 the sentencing of an eight-year-old girl for arson, by a Philadelphia judge so aroused her to the injustice of trying children as criminals that she determined to make a study of methods of dealing with youthful offenders. She was elected chairman of the Social Service Section of the Philadelphia New Century Club, in 1899, and immediately began an exhaustive investigation of juvenile delinquency. Under her direction a committee examined all state laws relating to children, and the findings of this

study were published under the title of "The Statutes of Every State Concerning Dependent and Delinquent Children." This book is now used for reference in the United States Bureau of Education and in Harvard and Yale.

Not content with this preparation for what was to prove a life work, she secured a practical knowledge of betterment efforts by visiting Massachusetts, Michigan, and Illinois, where the beginnings in the separation of the trials of juvenile offenders from those of adults had been made. In conjunction with Judge Hurd of Chicago, she framed a set of principles on which was later based the Juvenile Court and Probation System of Pennsylvania, and she organized and led the movement which secured the legal establishment of this system. For eight years she had full charge of raising the money for the salaries of the Philadelphia probation officers, and attended the sessions of the Juvenile Court in that city, where she acted in the capacity of adviser to these probation officers. Since 1901 she has been president of the Philadelphia Juvenile Court and Probation Association, and in 1911 was elected vice-president of the Pennsylvania Juvenile Court and Probation Association.

Her juvenile
court work

Mrs. Schoff was invited to speak in Ottawa, Canada, on the Juvenile Court and Probation system, the date being fixed by Earl Grey for a time when a measure looking to its establishment was pending before the Canadian parliament. The earl and other leaders of the government were present at the meeting, and Mrs. Schoff was invited to speak the next day before a joint session of both houses of parliament, an honor never before accorded to a woman.

When the proposed legislation passed, women were sent from Ottawa to Philadelphia to receive instruction from Mrs. Schoff as to the installation of the work in Canada.

Since that time Mrs. Schoff has assisted in the establishment of Juvenile Courts and Probation systems in many other states, and her discussions of the work have been used by ministers of state in several other countries.

Her investigation into causes of crime

Her persistent belief in the power of a good home to make desirable citizens, led her to undertake an investigation into the causes of crime. A questionnaire as to home conditions and temptations was prepared and sent to all large penitentiaries for distribution among the inmates. Several thousand of the answers have been studied and tabulated by Mrs. Schoff, and her deductions from them are embodied in her recent book, entitled, "Saving the Wayward Child."

Her successful demonstration of what may be done toward reducing the death rate of infants by giving instructions to their mothers is fully described elsewhere in this volume.

Her work for the Congress

As national president of the Congress, Mrs. Schoff has visited almost every state in the Union, has promoted the organization of twenty-six state branches of the Congress, has planned and conducted eight national conventions, and arranged and carried out three International Congresses on Child Welfare. In 1913 she called a meeting of the presidents of all national organizations interested in child welfare, and secured the creation of a committee of co-operation, with a view to strengthening the work and preventing unnecessary duplication of effort.

Congress affiliations

Mrs. Schoff's varied experience and long service

give her such grasp of possibilities and such standing among those engaged in allied activities that national bodies, realizing the potentialities of the cause which she represents, have sought affiliation with the Congress to secure co-operation along their special lines. Under her direction, joint committees have been formed to promote co-operation between the Congress and the National Kindergarten Association, The American Association for the Prevention of Infant Mortality, The American Playground and Recreation Association, The Religious Education Association, and The Children of the American Revolution. Through her efforts also, the Congress has been placed in charge of the Department of Homes in the Religious Education Association, having already carried out one program, and the United States Children's Bureau has requested the Congress to pass upon its material for a bulletin for the expectant mother.

The importance attached to the work of the Congress by other national bodies and the esteem in which its president is held are further indicated by the positions of honor given her by many important organizations. She was the first chairman of legislation in the General Federation of Women's Clubs, and was chairman of the social service section of the New Century Club of Philadelphia ten years. She is vice-president of the Religious Education Association, and the only woman member of its council, is a director of the National Kindergarten Association, a vice-president of the American Peace Society, and chairman of the Co-operative Committee of National Organizations for Social Welfare, and was appointed by the department of state to represent our government in the Home Education and Popular Education Congresses, held in Brussels, in 1910.

Importance
attached to
her work by
other bodies

U. S. Bureau
of Education

In 1913, at Mrs. Schoff's request, the U. S. Bureau of Education established a division on home education, and Commissioner Claxton appointed her chief of this important branch of the bureau's activities. In its first year, it plans to reach four million homes, and stands ready to help parents in all matters relating to child nurture.

Establishing
the "Child
Welfare
Magazine"

Seeing the necessity for some means of making the work of the Congress widely known and of keeping its branches in touch with each other and with the parent body, Mrs. Schoff proposed the establishment of the Child Welfare Magazine. By order of the Congress, she started this venture and has served as editor-in-chief for six years. Through many trials and disappointments, she and her co-workers have brought the publication to such a degree of usefulness that with the support of the thousands of members of the Congress, it now promises to be the success foreseen from the beginning by Mrs. Schoff.

Mrs. Schoff's
chief char-
acteristic

This enterprise well illustrates the quality which is a predominating trait in Mrs. Schoff's character and which is the full explanation of the success which the president of the Congress has achieved in her public work. Much of this work has been begun under difficult conditions and in the face of precedent and opposition. But Mrs. Schoff, having once seen that a course of action is needed and is right, persistently adheres to it, believing that, because it is right, it must succeed. One of her own family on being asked her most marked characteristic, instantly replied "sticktoitiveness," and all those intimately associated with this woman recognize the accuracy of the diagnosis. It is a quality possessed by all successful reformers. Another characteristic almost as

strongly marked, is Mrs. Schoff's inability to turn her attention from the work to which she has given herself till it is accomplished.

It is true that the president of the National Congress of Mothers is a very conservative woman. Some of the most advanced "Causes of Women" do not appeal to her. The immense amount of public work which she has done—work of a most radical kind—work often seemingly opposed to long established tradition—will all be found upon examination to be directly related to the preservation of the home and its restoration to its old, inclusive and intimate duty to the child. Mrs. Birney and Mrs. Schoff found the world drifting away from the ideal of the child in the home. Duty after duty, recreation after recreation, activities of all kinds, were being shifted from the home, to which they must always legitimately belong, to schools, churches, playgrounds and social centers. These two advanced yet most conservative women have roused the parents, the schools and the government to the fact that they are letting slip their own and their children's birthright in the home, and have taught them that they must intelligently solve the problem of preserving the ancient traditions of the home while adapting it to its new conditions.

Mrs. Schoff regards the work of the Congress as the extension of the sphere of motherhood into everything concerning child life, as is shown by the "Aims and Purposes", which was written by her and is now so widely known that it has been translated into many languages.

"The years have brought to her an ever-deepening conviction of the need of mother thought and mother work. With wider knowledge of conditions, she has been led, step by step, to the accomplishment of many

Her
conservatism

How she
regards her
work

things that were difficult and entirely outside of any preconceived plan of life. Believing that God works through human agencies to carry out His great purposes, Mrs. Schoff has always placed the work on the high plane of God's work for His little ones. It is that idea that has given her strength and courage to go on and surmount obstacles."

**Systematizing
Congress work**

During Mrs. Schoff's administration, the Congress has grown from a tentative, loosely constructed, unsystematized organization, to a strong, powerful and far-reaching body, recognized as a tremendous power for the uplift of the home, with active branches in most of our own states, and rapidly extending into foreign countries.

In the words of Mrs. Orville T. Bright, vice-president of the Congress: "No leader ever had a more faithful and appreciative following. In the presence of her sublime faith, her great mother heart, and the inspiring quality of her womanhood, all that is petty or mean or envious disappears. Through her efforts, the parents of the world are being brought to join hands in an ever-widening circle of love, understanding and protection, around the world's little children."



MRS. FREDERIC SCHOFF

President National Congress of Mothers and Parent-teacher
Associations.

VII

OUTLOOK FOR THE NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER AS- SOCIATIONS

HANNAH KENT SCHOFF



THE National Congress of Mothers and Parent-Teacher Associations holds that a knowledge of child nurture is the foundation in home, church, school and state, upon which must be raised the standards of the human race. It believes that nearly all social problems are furnished by men and women who do not adjust themselves to the true order of life, largely through the neglect of their physical, moral and mental culture in childhood and youth.

The Congress has made a study of the causes of infant mortality, juvenile crime and political and business corruption. It asserts that the remedy for all these things lies in the proper care of children. It is in the province of parents to be the largest factor in creating better opportunities for the coming generations. Child nurture is a science, and the greatest of all sciences, because it deals with the crowning work of God—Man. He created man and woman in His own image and likeness, endowed them with infinite possibilities, and gave them laws of life. To fathers and mothers, He gave the bearing, rearing and nurture of the little ones, who from generation to generation, must do the world's work, and carry forward the work of God's kingdom on earth.

Foundations
to be laid

Duties of
parents

**The most
vital work**

The Congress believes that the guidance and nurture of the children of the race is the greatest, most enduring and most vitally important work of the world. Reasoning from cause to effect, it asserts that in the proper nurture of every little child lies the solution of most world problems.

**Education of
parents**

The universal education of parents in child nurture is the first necessary step to insure that every child shall have care that is dictated by wisdom and by a purpose as well as by love. While much may be given to youth which will insure a better foundation for home-making and parenthood, the fact remains that in the performance of the duties of father and mother, many questions arise on which light is needed and which cannot be anticipated, but must be answered as they come to each family.

**Moral
problems**

The development of the moral nature is a process greatly aided by an understanding of children, and a knowledge of their race tendencies, the lessons which should be given, and the way to give them. The church has the children but a few hours a week. The principal education and cultivation of the moral nature rests with parents. On them will largely depend the tendencies of the after life of the child, for the moral nature should be the controlling, governing force. It may be bare and destitute through neglect to cultivate, it may be dwarfed and blighted through wrong methods of cultivation, or it may grow and flourish, shedding its light on all the deeds of after life. To help parents to cultivate wisely the moral nature of their children is to help bend the twig in the right direction when it is impressionable and susceptible. It shapes the whole after life.

**A parents'
association in
every church**

A parents' association in every church, enlisting every parent—going out and urging them to come

in—is, therefore, the aim toward which the Congress will work, and in so doing is assured of the earnest co-operation of large religious organizations. A course of study for parents that is practical, scientific and applicable to all is in preparation. The work is non-sectarian, being based on the platform of a belief in a God who has given ten laws of life, which must be made the guides of every act of life to enable it to reach the divine standard for humanity. How to put these governing motives into the hearts of youth is a question every parent meets and one in which many need help.

A parent-teacher association in every school will be an accomplished fact in a few years. The benefit has been thoroughly demonstrated in the thousands of schools in which the National Congress of Mothers has established them; and for their assistance, the school system of the United States has added, as an important auxiliary, The Parents' School System for Child Nurture, for Child Welfare, for Co-operation in all that makes for better children. The Home Education Section of the U. S. Bureau of Education is giving its first work to the extension of the organization of the parent-teacher association and to the provision of study courses for parents. It is expected in a short time to reach, by correspondence, every school in the United States.

The National Congress of Mothers should have a trained corps of lecturers on topics relating to child nurture, who would visit and help the parents' associations by the magnetism of personal touch. The permanence of this work could only be insured by membership in a national body which year after year would inspire incoming parents to continue it, as those whose children's schooldays are over, pass out of the associations.

A parent-
teacher
association in
every school

A university
for parents

The ability of the Congress to establish such a corps of specialists to lecture on child nurture must depend on endowments and bequests which lovers of children must make. The Congress is the university for parents, the university of childhood. It is based on the extension plan, spends nothing on buildings, but has its center in the nation's capital, where it has the co-operation of government departments and works exclusively and in the broadest possible way, to insure the best culture of body, mind and spirit for every child in the United States. Could any university lay claim to greater service or show more reasons for support?

Child Welfare
Magazine

The Child Welfare Magazine is the monthly message which the Congress sends out to its members as well as to many others. It is valuable to all who wish to be in touch with child culture and child conditions, and those who desire what is reliable, educational and really worth while in matters concerning child welfare.

A child
hygiene
department in
every board
of health

The establishment of a child hygiene department in every board of health should be promoted by all who would reduce infant mortality; and birth registration laws that can be fully enforced must be enacted in every state.

A Parents'
Educational
Bureau in
city health
departments

A parents' educational bureau should be maintained in every city health department and should show by pictures and educational cards the care little children should have. When a birth is recorded, an invitation should go to the mother to visit this bureau at her earliest convenience, and thus help her city to be the best city for the babies. Portland, Oregon, has already established such a bureau.

Educating
city councils

To secure these important measures will require much education of city councils in order that ap-

propriations may be made which will enable the boards of health to meet the requirements of baby-saving. Co-operation of organized parenthood can secure all of them where, without organization, it would be difficult and slow work. Every woman who lives where there is no mothers' circle or parent-teacher association can easily organize one by following the full instructions as to how to do it, furnished by the National Congress of Mothers.

The protection and proper treatment of homeless and wayward children is one of the most vital activities of the Congress. To save the wayward child, to provide a home and mother-love for the homeless ones, will do more than all else to prevent crime. Juvenile courts must become a part of our educational system. They deal entirely with children of school age, and knowledge of child nurture is more necessary than legal knowledge in the treatment of these children. Mothers everywhere must extend their mother-love to the consideration of the conditions which confront the homeless and erring children. In states where suffrage is given to women, they should seek to have women as well as men for judges of children's courts, and women in equal numbers with men as members of all educational boards and as managers of all institutions for children. The mother's view of children's needs comes from experience and insight beyond any other. As all questions relating to children are questions of nurture, not of punishment, only those with insight and knowledge of child nurture can fill these places efficiently.

The gradual abolishment of orphan asylums, except for temporary care, should be the aim of every true lover of children. Systematic effort must be

Homeless and
erring
children

Orphan
asylums and
reform schools

used to find the family home which exists for every child.

The development of the probation work of every county to the high educational standard which should be maintained will eventually leave comparatively few children who will require institutional care. Universal and efficient probation work will make reform schools unnecessary. The first step for child welfare is to insure a good probation system rather than to build a reform school. The Congress will advise as to how to do it.

The
kindergarten

The extension of the kindergarten until it is a recognized and well equipped part of every school system is important work for every state. California mothers have already secured a law which makes this possible.

Mothers'
allowances

Pensions for mothers which will give an allowance to mothers deprived of proper support, thus enabling them to keep their families together and give them mother care, should be promoted in every state. It should be distinct from charity management, for worthy mothers should receive the help with honor, as the soldier receives his pension for service rendered the state. Mothers and fathers everywhere should work for this economical, just and practical measure. Proper investigation and administration will prevent abuse of the appropriation made.

Child labor

Work is essential for children, but work that is injurious to life and health must be prevented. To seek the happy medium must be the effort. Study of conditions and laws and their effects should be made by every branch of the Congress. In no state has the solution of this question been satisfactorily met.

The schools with vocational guidance, manual training, domestic science, and recognition of industrial work in the home must have the co-operation of parents in the establishment of this important educational advance. The hand, head and heart must be educated simultaneously to produce the well-rounded man or woman.

**Vocational
education**

From every nation children are coming to be a part of our future citizenship. They cannot be ignored or neglected. More than school education is needed—home education for those parents ignorant of American ideals, moral education for the children, are required. Given as it should be, it will make of our new citizens a strength instead of a hindrance.

**The immigrant
child**

Nature gives the country child a far better field for development than the child of the city enjoys, but man is not doing his share, though he is complaining that his children will not carry on his work. One of the most earnest and far-reaching efforts of the Congress is directed toward the remedy. In this work it has the sympathy and active co-operation of both state and national authorities, and through them can offer material assistance to any one desirous of inaugurating basic measures for improvement. The outlook for active work on the part of rural parents in providing better roads, better schools and buildings, and better community conditions for childhood, is most promising.

**The country
child**

The National Congress of Mothers and Parent-Teacher Associations is the largest child welfare organization in the world, and is powerful because its membership is made up of parents and teachers, those who are actually dealing with children, or have given years to their study and care. In union

**Strength in
union**

there is strength. Because child welfare is a universal interest, because the America of tomorrow will be what we of today make it through the ideals we give the children, the Congress invites all who see the greatness of its work in relation to the whole future of the nation to join hands and work with it.

A little child has led the Congress. Wherever child-life is concerned there the Congress stands ready to promote all that will insure its best development, and to give assistance whenever it is asked.

The record of things accomplished is a long one. The things yet to be done are many. Will you help?

DEPARTMENT OF CHILD HYGIENE

VIII
CO-OPERATION FOR CHILD HYGIENE
MARY H. WEEKS



HE physical care of children is basic in its effects upon all the other departments of child training, and for that reason one volume of this series has been given to the subject.

The work of the various state departments of the Congress has been devoted especially to the hygiene of infants, and in many states, cities and towns very interesting and valuable demonstrations have been made.

The experiment in saving babies' lives by giving mothers instruction in their care and feeding which was carried on in the Nineteenth Ward of Philadelphia, under the direction of the president of the National Congress of Mothers, proved so satisfactory that it may serve as a model for Congress workers in other states.

Saving the
babies in
Philadelphia

Mrs. Schoff, in co-operation with members of the Pennsylvania Congress of Mothers and with the city board of health, engaged, from Bellevue Hospital, a graduate nurse who had had wide experience in the sort of work to be done, and whose sympathy and knowledge made it possible for her to gain the confidence of the mothers. The purpose of the movement was to win the mothers even before the baby came; to help them to be mothers of the right sort and give the little ones a fair chance; and to inspire them to form groups to continue the study of their children's welfare and thus prevent infant mortality.

A central point for the weekly inspection and weighing of the babies was secured, and the mothers of five hundred and fifty-four infants under one year of age were visited and instructed as to food, ventilation, sleep and general care. The mothers were deeply interested and most appreciative, and in the end formed the Mothers' Circle Number One of the Nineteenth Ward to carry on the work, not only for themselves, but for other mothers not yet reached.

One hundred and thirteen babies were sick, the majority being under the treatment of private physicians.

Ten children over a year old were sent to district, dispensary, or private physicians.

A number of mothers were instructed in the care and treatment of scabies, impetigo, ringworm, pediculosis and sore eyes.

Seventeen expectant mothers received the special instruction which they needed.

Four hundred and thirty-seven babies were weighed each week and a careful record of their general condition, with the gain or loss, was made by a committee of Congress women who met each week with the nurse when she weighed the babies.

At the end of the season, prizes of five, three and two dollars were given to the babies who had been weighed regularly and who had gained the most. During the three summer months, but three of those under the nurse's supervision died, and the director of the city board of health reported that the death rate in this experiment ward had decreased thirteen per cent, while in the other wards it had increased forty-four per cent. Education of the mothers had made a saving difference of fifty-seven per cent.

The work has gone on for several years with continually increasing success.

Many people suppose that baby saving work is necessary only in cities. Mrs. Greene's article in Volume II shows that there is plenty of scope for it even in rural communities, where fresh air and pure milk would seem to be possible for every child.

Holyoke, Massachusetts, is a small city, but the need for a baby-saving campaign was apparent to a mothers' circle, which under the direction of its president, Mrs. S. H. Whitten, organized an Infant Hygiene Association and established a municipal milk station, which is now in its third year and doing a remarkable amount of effective work at a minimum of cost. To arouse public interest and agitation on the subject the following methods were employed by the club for more than a year previous to forming the association and starting the enterprise:

Mrs. Whitten's
account of
what the
Holyoke
mothers did

Talks by physicians were given occasionally on those subjects which relate directly to the physical hygiene of mother and child. These talks brought out many stories and discussions on loss of life, physical and mental defects due to neglect and ignorance of parents, bad housing conditions, public sanitation, etc.

One woman was appointed to investigate and gather all local statistics possible by wards, showing what sections have the largest mortality rate and what proportion were infants, with the causes of death, also the birth statistics and any information as to local conditions influencing health and mortality.

Such facts can always be obtained from the city or town clerk and board of health. They will prove splendid material for discussion as well as prove most enlightening to many who are prone to leave well

enough alone or possibly feel their consciences salved by thinking their own conditions not nearly as bad as those of some other cities—ignoring the fact that they might be very much better than they are and so affect materially our state and national record. Following this, a committee of nine women was appointed as the Infant Hygiene Committee.

They divided the list of some fifty-six physicians and to each sent this set of questions asking them to reply to each one. The following is an exact copy with answers:

1. Would the free circulation, among mothers, of plain and simple rules on the "Proper Care and Feeding of Young Children," have any effect upon the health and mortality of children in our city?

It would improve health and decrease mortality.

2. Would physicians and nurses co-operate with the teachers and Mothers' Club in placing these with expectant mothers and mothers of young children?

I am certain they would gladly lend their assistance in this way.

3. The Mothers' Club of the Y. W. C. A. is planning to get out leaflets or cards with such rules in French, German, Polish and English, and ask your interest and co-operation in the work.

Shall be pleased to be of any service in the work.

4. In 1909 over one-third of the deaths were of children under one year of age. Might not many of this number have been saved under proper conditions and care?

Yes.

5. Would a milk depot with a nurse in attendance at certain hours of the day, to advise mothers, weigh babies, etc., visit homes during the months of June, July and August, be a wise experiment for the

city, in one or two wards where the conditions are most unfavorable?

The establishment of such a depot would be a great boon to mothers and babes.

6. May we use your name, with the other physicians of the city, in petitioning our mayor for the same?

You may.

7. Can you offer us any suggestions, in carrying out this work?

JEAN H. & F. F. CELCE.

A favorable reply was received from all except one who replied in this fashion: "If the ladies who are so zealously working in the interest of their poorer sisters were as willing to bear a proportionate number of children, the problem of infant mortality would not be so serious a one." In all we represented twenty-seven children in whose name we were working with hearts full enough of mother love to want to reach out and help to save other children.

About the same time the following petition, drawn by a lawyer and former mayor of the city, was circulated among the women's clubs and prominent people for signatures.

"To the Honorable Board of Aldermen:

We, the undersigned mothers, respectfully petition your honorable board that an investigation be made by your board as to the practicability of maintaining modified milk stations as a municipal enterprise."

The interest and co-operation of a member of the board of aldermen was enlisted and several visits paid to the mayor with our petition and physi-

cians' replies and opinions. These carried much weight as did our arguments for municipal recognition and financial assistance.

From the director of the Milk and Baby Hygiene Association of Boston, had come the advice "Do not start until you can get municipal support, even though it does not go through this year. On any other basis it is uncertain and unsatisfactory."

Dr. G. W. Goler, health officer, Rochester, N. Y., said, "In reply to your letter of April 22d concerning the establishment of municipal milk stations, I have to say; it is certainly the duty of the municipality to provide at least one milk station. Rochester is entering on its fifteenth year of milk work by the municipality."

Our arguments convinced our honorable mayor of our earnestness of purpose and the great need of providing such real help and education. We were given permission to form an association, control a municipal milk station, and prove some of our statements. He would have all bills not covered by our receipts paid from the contingent fund until he was convinced of either its success or failure.

In April, 1911, was formed the Holyoke Infant Hygiene Association with the following purposes and methods:

Improve the general milk supply.

Prevent sickness and reduce mortality among infants.

Increase health and vitality of children and their mothers, by the encouragement of breast feeding.

Distribution of clean milk.

Maintenance of milk modification stations in neediest districts.

Instruction of girls, mothers and fathers in care of children.

Supervision and care of feeding of babies by skilled physicians and nurses at homes and at station.

Conferences, lectures, exhibits and publications for milk consumers.

Co-operation with public health authorities.

The association consists of a medical director and medical committee of not less than six members, of an executive committee of not less than nine persons, of an advisory committee of three physicians, one of whom is a member of the board of health. The mayor, the chairman of the board of aldermen, the city physician and the city almoner are members ex-officio.

From this point on it has been entirely apart from all work of the Mothers' Club which originated it. Before the station was opened and during the spring months much literature was circulated and publicity work done.

About nine thousand stiff cards, on which were printed simple rules for the care of the baby, in French, German, Polish and English, were circulated by physicians, teachers and mothers in homes where there were young children. One little boy came back to his teacher and asked for a second card for a neighbor who had seen his mother's card, saying, "She ain't got no baby but thinks she might get one and wants to know what to do for it."

The station was equipped on June 1, 1911, and opened with four babies. Miss Sadie T. Leion, a graduate of the Rhode Island Hospital at Providence, and also of the Providence Maternity Hospital and

Children's Hospital, was placed in charge. The station was placed in the section of the city where the infant mortality had for years been greatest, and it was to the efforts of Miss Leion and her intense interest in these people that the remarkable success of the work was due at its beginning. After a year and a half the growth of the work demanded removal to more commodious quarters in the same section, and five sub-stations have been opened in drug stores in various parts of the city, thus doubling the number of babies helped, at a slight increase in cost, as in every case the proprietors were glad to handle the milk free of any expense. The only expense was for the expressman who, every morning, took all the pails, properly tagged, to the several sub-stations from the central station and returned all "empties" of the day before. In each of these pails, were packed with ice the required number of feedings in separate bottles, for twenty-four hours.

March, 1913, one nurse and assistant were taking care of an average of ninety-five babies daily and it was soon necessary to limit the number to one hundred until another modifying station can be opened.

The receipts from the station cover the cost of milk and modification ingredients with all incidental expenditures. The city pays, at present, the head nurse and one assistant, rent, fuel, gas and electricity, which amounts to less than eighteen hundred dollars per year. The figures below would show that this is a small amount when set against our health or death roll even though it is too soon to work out any more detailed statistics.

One physician, who is also a member of the board

of health, has said, "It is the best thing the city has ever done from the standpoint of health."

MILK STATION RULES

1. The first duty of the nurse shall be to urge all mothers to nurse their babies; to teach them the danger of not doing so and also to teach them how to care for themselves that they may be able to perform this function. Only when breast feeding is impossible or impracticable shall artificial feeding be ordered.

2. A new patient brought to the station during the hours of clinic is to be seen by the station physician and its food ordered by him. If brought at another time the nurse shall weigh, examine and enroll the baby on the individual chart, and the nurse shall order food for the child according to the formulæ and instructions carefully prepared by the medical committee.

3. Sick babies shall be referred to the family physician, or one of the parents' choice. If medical attendance is not secured within a reasonable length of time the station physician is to be notified and arrangements made with him to see the child. Such medical attendance, outside of the ordering of food, shall be subject to the physician's fee.

4. Babies ordered to the station by a physician shall be under his care unless the nurse receives other instructions from said physician. If such a baby is sick it shall always be referred back to the physician who ordered it to the station, never to the station physician.

5. If a mother is unable to pay for the milk, the

case shall be reported to the city almoner for investigation, and satisfactory arrangements made.

6. Milk shall not be dispensed to parties having accounts unpaid to the amount of three dollars (\$3.00).

7. Bottles broken or not returned must be paid for inside of one week or milk shall be refused.

8. Regular attendance of mothers at clinics is requested, if possible, to insure the best results with babies and facilitate the work of the nurses.

9. The nurse shall keep a record of all the money received from patients for supplies furnished by the association.

10. The nurse shall visit the homes of patients as often as possible—considering the number of cases and their urgency—to advise, teach and encourage the mothers.

11. The nurse in charge shall be chosen for her thorough training and knowledge of infant hygiene; for her interest in the problem of infant mortality, and her willingness to give of herself as well as of her time to the work.

12. The nurse and her assistants shall be on duty eight hours per day.

13. Each nurse shall have one-half day per week free.

14. Milk shall be dispensed from 8 a. m. to 11 a. m. each day.

15. Clinic for mothers with nurse and physician on Friday from 3 p. m. to 4.30 p. m.

The conferences for mothers are being attended more and more enthusiastically and it is here and in the home that the greatest amount of work is

being accomplished—the education of the mother and family in matters pertaining to physical hygiene and sanitation.

Report from the office of the board of health, Holyoke, Massachusetts:

DEATHS UNDER ONE YEAR

Approximate population, 55,000

	Deaths
1907.....	325
1908.....	317
1909.....	367
1910.....	348

Approximate population, 65,000

Milk station opened June 1, 1911

	Deaths
1911.....	316
1912.....	263

Education along these lines, from the kindergarten to the grandfather or grandmother who takes care of the children while the mother goes out to earn food and clothes, is the absolutely essential education to insure to future generations sound bodies and minds.

Professor Kohl of Mt. Holyoke College says: "That a healthy body tends to bring a healthy mind, no one today doubts: and that a healthy mind tends to wholesome conduct, no one ought to doubt."

Millions of dollars are being spent yearly to educate children who, through lack of proper food, proper care, or proper environment are not sound physically or mentally.

Some years ago the state took our children and said, "They are ours as far as their education is con-

cerned, and you must send them to school so many weeks of the year.”

Would not the first and all-important problem for the state to concern itself with seem to be the health of that future child and man if her dollars are to be wisely spent?

Our extensive modern educational system gives only the merest suggestion, especially in the lower schools, of the importance of that knowledge which is fundamental to all other knowledge or achievement. Children should have it held up to them in the schools, from the lowest to the highest, that a sound, perfect, pure, clean body and mind are more to be desired than high marks; be taught how to secure and maintain them and be given the same credit for physical knowledge and perfection that they are given in arithmetic or Latin. We all know children who are brilliant in some particular study who are weaklings in strength, appearance and endurance. Children can easily be given to understand that poor health is something to be ashamed of when it is within their power to be strong, well, happy and efficient.

Our Parent-Teacher Associations in the schools should emphasize this until parents, teachers and children shall place that one word *health* before all else in the school requirements of the future.

—Mrs. S. H. Whitten.

The campaign
of the
mothers of
Iowa

For several decades, Iowa has been standardizing corn, cattle, and hogs by the use of scientific methods, but it was not till recently that the women awoke to the fact that while competition had done wonders in producing larger chickens, the children of Iowa were no stronger mentally, physically, and morally

than they were forty years ago. So forcibly was this brought home to Mrs. Mary T. Watts, a member of the Audubon, Iowa, Mothers' Club, and of the Council of the Iowa Congress of Mothers, that when she was made superintendent of the Babies' Health Department of the Iowa State Fair, in 1911, she resolved that the babies' prize contest should be based upon the same kind of scientific judgment that determined the awarding of the prizes for stock and grains. No baby should receive an award because it was fat, or pretty, or cute, or well dressed, but, stripped of all its finery, each baby should be subjected to a weighing and measuring which should state its grade in the physical scale of the development which belonged to its age.

Dr. Margaret Vaupel Clarke arranged a score card based upon the system of scoring live stock; six competent physicians gave their time and their expenses to the judging; and the baby health contest was featured in the Woman's Hour in the fair building of the Iowa State College.

The records on the score cards were not made public, each child being examined in private and each record being placed directly in the hands of the child's mother. It is said that these black and white judgments on babies were like a thunderbolt from a clear sky to the farmer fathers, whose familiarity with similar records of their live stock gave them the advantage over many mothers in realizing what the cards meant.

As the contest was carried out in a serious and dignified manner, wholly free from a spirit of bombast and exploitation of a hobby, it created a profound impression upon the state. The Iowa Congress of Mothers adopted the plan, and it is safe

to say that Iowa fathers will in the future give more attention to the scientific care and feeding of children. Such a campaign serves the purpose of arousing interest in the better care of babies, but the educational features connected with frequent examinations, such as those carried out by Mrs. Schoff, are entirely lacking.

In 1912, a somewhat similar contest was carried out by the Missouri branch of the National Congress of Mothers at the great St. Louis fair, and in 1913 a member of the Lincoln Parent-Teacher Association had charge of an even more elaborate baby health contest in connection with the Nebraska State Fair. In this last case, the model exhibit of the Philadelphia Baby Health Society was shown in connection with the scoring, and much literature on the care of babies was distributed. A splendid work of a similar nature has been done by the Rhode Island, the Oregon, and the Georgia branches of the Congress.

It would not be difficult to arrange very simple but effective contests in connection with the Parent-Teacher Association of a single school, or the mothers' circle of a church, or in a settlement. The initiative given to the mothers of the district would be infinitely greater than that resulting from mere lectures or readings on infant care. There is something so absolute and telling both in the competitive feature, and in the classified record, that they are lastingly effective.

One of the things for which the department of child hygiene is striving is the establishment of a child hygiene section in every state, city, town and county board of health, and the Congress has pledged itself to work unceasingly to this end.

Missouri,
Nebraska,
Rhode Island,
Oregon and
Georgia

A smaller
work on the
same lines

IX

THE EDUCATION OF MOTHERS AND THE SAVING OF BABIES BY THE NEW YORK MILK COMMITTEE

PHILIP VAN INGEN, M. D.

Medical Director, New York Milk Committee

Read before the Academy of Political Science



WISH first to emphasize one or two facts which have a direct bearing on my subject. In a general way 25% of the deaths of children under one year of age are due to what are vaguely called "wasting diseases" by the English, or equally vaguely "congenital debility and malnutrition", in our country. To this latter group belong deaths which we ascribe to marasmus, prematurity, congenital debility, and so forth, thus clothing our ignorance in high-sounding terms. It is generally admitted that we can or ought to be able to prevent a large number of these deaths.

Some
preventable
deaths

The keynote of modern medical and philanthropic effort is prevention. It is strange how slow we have been to apply preventive methods to the problem of infant mortality. Dispensaries and hospitals do a much needed work, but comparatively speaking, their preventive work is, or has been till lately, far from efficient.

The causes of infant mortality are many and varied. Practically all the great social questions of today have a direct relation to the problem, but in the last analysis the great underlying causes are

Causes of
infant
mortality

poverty and ignorance. Poverty is a problem we always have. Its effect upon a baby's chance to live will perhaps always exist to a certain extent; but ignorance—and many things laid to poverty really should be laid in large part to ignorance—we can fight, prevent and cure.

Instruction of
mothers

In Greater New York, during the last few years, the idea of instruction has been coming more and more to the front, and it is my belief, and that of the New York milk committee, whom I represent, that the instruction of the mother is our most valuable weapon in preventing the waste of baby lives. It is within the reach of all organizations or groups trying to better conditions in their localities.

Education
through milk
stations

The New York milk committee was one of a number of organizations to carry on a vigorous campaign of education through milk stations. The keynote of the campaign was educational prevention of sickness through contact of mother and baby with nurse and physician. The necessity of maternal nursing was preached faithfully. Of 2,132 babies under observation between June 1st and September 15th, 32.4% were breast fed throughout. For those already weaned, or for whom breast feeding was impossible, pure milk was provided—not already prepared for the baby, but whole milk. The mother was taught at her home by the nurse to prepare the milk herself according to the physician's orders. So important did we consider this instruction, that milk was refused unless mothers attended consultations at the stations regularly and carried out instructions.

Failure in one
direction

But though this work was a most valuable one, it was found when we tabulated our statistics, that only about 2% of our babies were under two months of age, while about one-third of all baby deaths occur

in the first month of life. We were still more impressed with the fact that to do our work we must get at those babies. I say still more, because we had already been working on these lines. Through the assistance of Dr. Hart of the Russell Sage Foundation we had been able to put one nurse on expectant mother work, and very soon had to add another.

The figures given for total deaths under one year in New York City for 1911, was 15,030, exclusive of still-births. Still-births totaled 6,378. In France, statistics show that pregnancy lasts twenty days longer among women keeping moderately quiet during the latter months; that children of women carrying on tiring work weigh about 220 grams (about six ounces) less than those doing moderate work; that the children of women keeping moderately quiet during the last two or three months of pregnancy weigh 300 grams (about nine ounces) more than the children of those who work up to the last minute. In other words, the babies have a better start in life.

In France the Mutualite Maternelle, which has spread all over the country, gives a small indemnity to pregnant women, allowing them to keep quiet during the last weeks of pregnancy and after labor, so that they can nurse their babies. In the Paris society in 1903, 12.8% of all pregnancies resulted in still-births or miscarriages. In 1904 there were only 7.5%; in 1905, 6.7%; and in 1906, 4.5%.

In the summer of 1911, our nurses came into contact with nearly 1,000 expectant mothers. Five hundred of these have since been confined. Four of the babies were still-born and there were three miscarriages. Eight babies died during the first month of life. In New York City about 1-20 (or 4.7%) of

Results of a
quiet life for
expectant
mothers

How France
insures the
quiet life

New York
helps 1,000
expectant
mothers

all pregnancies were reported as ending in still-birth. Early miscarriages in all probability would not be included in these figures as they would not be reported. Among our 500 cases, counting both still-births and miscarriages, the figure is 1.4%. Roughly speaking, 41.3 per thousand babies born in New York City die under one month of age; among our babies, 16 per thousand.

The plan

The plan already being carried out, and very shortly to be greatly extended, is as follows: A nurse especially trained for her work is detailed to a definite district. Through co-operation with milk stations, dispensaries, and various social organizations, she gets into touch with expectant mothers. The effort is made to do so as early in pregnancy as possible. The family conditions are estimated by one or more visits to the home. The advice given is not cut-and-dried, but is adapted to the individual needs and possibilities in the case. If it is a first baby, the mother is urged to go to a physician or hospital for examination at once. She is told to keep herself in the best physical condition, is advised what to eat and what not to eat; is urged to avoid hard work as far as possible during the late pregnancy. She is taught the necessity for the baby, and the saving to herself, of nursing it. She is told how to prepare clothing for the baby. She is urged not to intrust herself to an ignorant midwife, but to go to a physician or hospital. She is helped to secure this attention by information and advice. She is seen by the nurse every week or ten days before confinement—oftener if necessary; and afterward mother and baby are kept under observation for a month, by which time it is hoped they will be able to come under the care of a physician or milk station.

This is a brief outline but should indicate the lines along which organizations doing neighborhood or settlement work, visiting nurses' associations, churches, general charitable organizations and milk stations can work to prevent the waste of infant lives and the misery and sorrow going therewith.

Organizations
which can do
the same work

Mr. Alderman Broadbent of Huddersfield, England, who, when he was mayor, was able in a single year to reduce greatly the infant mortality of his city by offering to every baby born in his term of office one pound in gold on its first birthday, says: "In motherhood, properly instructed and respected, there is a potentiality of health and well being for future generations beyond the dreams of the most enthusiastic sanitarian."

Mr. Broad-
bent's plan

This is an effort not only to save baby lives, but to make babies stronger and healthier from the very start, to make them still more worth saving. It should therefore appeal to the eugenist as well as to those who consider the waste of life a scandal in any community.—[*A movement is now on foot in New York to furnish food to indigent expectant mothers.*—ED.]

CO-OPERATION FOR COUNTRY CHILD
WELFARE

X

THE COUNTRY LIFE DEPARTMENT

LOGAN WALLER PAGE, Chairman

Director United States Office of Public Roads
Washington, D. C.



AS the question of local transportation is probably the most basic factor in the improvement of child welfare, the Country Life Department is taking up the education of the child from the standpoint of the benefits derived from improved roads. No other system in the interest of child welfare can be developed or improved without the systematic improvement of road conditions.

Therefore, the first and largest work to be undertaken by the Country Life Department is to educate the people of the rural communities in regard to their need for improved roads and to co-operate in the furtherance of other measures to secure improved road conditions. Then the educational and social advantages which are so necessary in promoting child welfare in the rural districts can be realized to the fullest extent.

In working out this policy, it is expedient that whatever is done along the lines of road improvement by the National Congress of Mothers be done under the direction of the Country Life Department. Then this department can work in co-operation with the United States office of public roads in its work for improved road conditions in the rural districts.

The plan of
the depart-
ment

In order that there may be a well defined organization in the Country Life Department, it will be best for the chairman of this department to appoint a state chairman in each state of the Union.

The duties of the state chairman will be to co-operate with the chairman of the Country Life Department in carrying out the above policy to secure better road conditions in the rural communities, so that it will be possible to develop other systems of child welfare.

After improved roads have been established in a community, then it becomes the duty of each state chairman to develop under the chairman of the Country Life Department such other systems of child welfare as may seem expedient. Whenever necessary, the state chairman, upon approval of the chairman of the Country Life Department, may appoint assistants to aid in this work.

By carrying out this policy, the Country Life Department will be able to secure for the children of the rural districts those social, intellectual and moral advantages which are necessary to the progress of civilization.

UNITED STATES DEPARTMENT OF AGRICULTURE.

OFFICE OF PUBLIC ROADS,

WASHINGTON, D. C.

To the Public:

We are desirous of securing your co-operation and assistance in instructing the children and teachers in the work of this office in its efforts to secure improved roads in rural districts.

The plan which has been formulated is along these lines. The government has appointed a lecturer to

Help offered
by the U. S.
office of public
roads

aid in this work. It seems desirable during the spring and summer months that she devote her time to the institutes, conventions, and summer schools which enroll considerable numbers of rural school teachers. If the time could be allotted to her, she would give two or three illustrated talks or lectures, and give to the teachers some very practical suggestions and outlines for their school work.

The purpose of these lectures is to show the relation of bad road conditions to the economic and social life of the people, especially to the education of children in the rural districts, and to awaken and arouse an interest in regard to improved road conditions. These lectures will not deal in any way with the technical and engineering phases of road construction.

In the fall after the schools have convened, she will be available for talks or lectures in the country schools upon a written request made to the director of this office.

We shall be pleased to send the lecturer to you for talks in your institutes, conventions, and summer schools, and in your rural schools, if a reasonable number of assignments can be made in your state, or school districts.

Respectfully,

L. W. PAGE, *Director*.

XI

THE CHILD AND HIS ROAD

MISS LUNA E. BIGELOW

Lecturer on Roads for the U. S. Office of Public Roads



VERY few adults and fewer children know or realize their need of good roads and the benefits to be derived therefrom. It is safe to say that if they did, road conditions would be improved very rapidly. So the Country Life Department considers that the first and largest work it has to undertake is to show the children and women of the rural communities their need for improved roads; and then to co-operate in the furtherance of all measures to secure improved road conditions in the rural districts.

The relation
of good roads
to education

The child should be taught that his education as well as his earning capacity as a future citizen has a distinct relation to road conditions. A bad, muddy road means for the community ill health, ignorance, poverty and degradation. The effect of bad roads on education, and consequently on the standard of citizenship, is too obvious to be overlooked. It is an established fact that in five states which are rated among the foremost in the mileage of improved roads, the school attendance is 78 out of every 100 enrolled for every school day of the year, and the school year has 180 school days. While in five states which have scarcely made any effort for improved road conditions, the school attendance averages only 59 out of every 100 enrolled and the number

of days of compulsory education is about half that of the first.

The child should realize that a man's earning capacity is conditioned by his education. So he should be taught to appreciate and to estimate the economic and social loss caused by illiteracy in relation to the cost of keeping the roads in such good condition that a compulsory school law of thirty weeks would be practicable.

The child reveals to the thoughtful observer his social nature, his need of co-operative work, and his need of training in socialization, in social planning and in social administration. A child cannot be trained to be a good citizen in a school of only one pupil, or of two. In one of the rural states, the superintendent of public instruction says, "I will support the little red schoolhouse when that little red schoolhouse has at least twenty children. But when there are fewer, it is impossible to give the children of various ages the social development which they need." It is only when these social tendencies are rightly developed that children become efficient citizens. These needs can be met for the children of the rural districts only where good roads make the transportation possible.

The child should understand that these social opportunities are denied him because of bad road conditions; and that the community should furnish, by means of improved roads, social opportunities equal to those furnished for the children in the larger town centers.

Insanity is another social condition that has a distinct relation to road conditions. Experts have stated that the monotony and utter loneliness in the lives of isolated people is a cause of insanity. Not

The relation
of good roads
to social life

Bad roads
and insanity

so long ago, two states were astounded by the reports of the investigation which was made as to the causes of insanity in their borders. In both states the road conditions were unspeakable. It was found that a large percentage of the insane were the wives and daughters of the farmers from rural districts where there was little or no opportunity for social communication.

A farmer whose wife has recently been committed to an asylum was discussing the matter with his physician. All unconscious of the irony of his remark, in a heartbroken voice, the old man said he "Couldn't see why Myra had gone insane, she hadn't had anything to bother her, had lived in a quiet place, why, she hadn't been out of the kitchen hardly for eighteen years!"

The building of good roads will relieve the isolation of these rural districts and give the inhabitants opportunities for a larger socialization which will eventually result in eliminating some of these pitiable conditions.

Roadside
treatment

Every child has an innate sense of beauty and he lives on a higher plane when surrounded by it. In his art education, he should realize the possibilities of roadside treatment. He should lend his influence to preserve our roadside trees, which are so ruthlessly destroyed by the woodsmen. These trees are of greater money value to a community than to the individual, because they attract the tourist.

The children should learn to appreciate the exquisite beauty of our native shrubs and vines and to plant them along the roadside. They can add much to the attractiveness of their road by sowing seeds of our showy wild flowers. The banks of the brooks by the highway can be made artistic little parks by

the children. Even the gutters can be made attractive, and a log fence can be beautiful in its rhythmic windings and wood brown colors.

As the children grow into the consciousness of the beauty of their dry and comfortable road, they will rebel against the atrocities of the signboards, and the public will listen to a child. The beauty of roads like these will have an influence on the child that will draw him ever countryward.

As the children are brought to a realization of the importance and advantages of improved roads, they will immediately agitate for good roads until the community begins the work which ten years hence these children will carry forward. Then, and only then, will many of them remain in the rural districts and help to turn the tide of immigration countryward.

City
immigration

When the child can improve the road conditions so that he can live comfortably, and take pleasure in his environment, and when he has adequate educational advantages and social opportunities, then he will remain longer, or altogether, in the rural communities and contribute to that healthy, wholesome life which raises the standard of citizenship.

Every state has these bad road conditions, unless it be the state of Rhode Island. Do you know the real facts which the thirteenth U. S. census can give you of the social conditions in the rural districts of your state? Do you realize that many of these same unfortunate folk belong to your oldest and best families? But for the fact that they have been left by the people of the urban centers to the mercilessness of the mud roads, their social condition would have contributed to the welfare of the state.

City children should begin to study the economic loss of bad roads to city and country alike. For in

scarcity and high cost of provisions due to bad road conditions, the city loses as heavily as the country.

Good roads
for women

The benefits which the children will derive are the women's also. So the great movement of women's organizations throughout the country is both a reason why good roads are needed, and an influence in obtaining improved road conditions. No matter what the road conditions are, men will get away from the farm for gossipy recreation. But not so with the women. It is only the most courageous of those in our rural districts who venture out when the roads are bad.

It is the purpose of the lectures of the office of public roads to interest and educate school superintendents and teachers so that they will introduce into the curriculum of the public schools a course of study which will teach children from ten to sixteen years of age their need of improved roads, the economic and social benefits to be derived from them, some general knowledge of road location and road construction, a better knowledge than most men have of road maintenance, the necessity for scientific supervision, a fairly comprehensive idea of road financing, a working knowledge of their state highway laws, and the aid a community may receive from the State and from the federal government.

Two states have incorporated a study of roads in the state curriculum. If the Country Life Department is to accomplish its educational work, each State Congress should work for a compulsory course of study on roads. It is by educating the children and the mothers in regard to the benefits to be derived from improved roads that we can hope to aid in ameliorating the condition of the rural people and so elevate the standard of the American home.

DEPARTMENT OF JUVENILE COURTS

XII

THE NEXT STEP FORWARD FOR JUVENILE COURT AND PROBATION

HANNAH K. SCHOFF

President of the National Congress of Mothers



IN 1899, Illinois passed a law providing for a Juvenile Court and Probation System for Cook County. It was an epoch in the procedure governing cases of juvenile offenders against the law, and has since been adopted in many states and in many other countries.

The first
juvenile court
law

It separated children from adults, it gave the judge information necessary for one who has the responsibility of determining what is best for the child's future. It provided help in character building for the child. It introduced into court procedure the idea that protection and education, rather than punishment, are required for children; that to treat for prevention of confirmed criminal life is more sensible than to dole out punishment for the child offenders.

Fourteen years have passed since the first juvenile court was held. For fourteen years, the Mothers' Congress has worked to secure the system in many places, has provided probation officers, organized local associations of citizens to co-operate with the court, and has given earnest study to the measures that are necessary to make the juvenile court an efficient agency in child protection.

Fourteen
years' work

To secure a law creating the juvenile court system is but the first step toward the end and aim of

The kind of
administra-
tors needed

those who designed this agency for child protection. There is no magic power in the law unless it is administered by those who are qualified by sympathetic knowledge of child nature to understand how to help those who come into the court. An experience of fourteen years has shown that it is very difficult to find among those accustomed to the old idea of court procedure, judges who realize that children require utterly different treatment from that usually accorded offenders against the law. The requirements of a judge have been a knowledge of law, of the penal code and of the punishments provided for different offenses, and probity in administration. In juvenile cases, other qualities are essential. Some of these are insight and sympathy with children, ability to appreciate causes and an understanding of the treatment required to prevent recurrence of offenses. The problem which the juvenile court faces is one of moral education, of home education for parents, of social education for child protection. It is admitted that the child has broken the law, but because he is a child, he is not to be held as a responsible citizen should be held for knowingly offending. Notable men have made records as juvenile judges which have attracted world-wide notice, but they are the exceptions. The average judge meets the new responsibility placed upon him as conscientiously as he can, but he often commits woeful errors which bring disaster to the child. He is required to do that for which he lacks the fundamental qualifications.

A new standard for the children's judiciary must be set, especially in the cities where the number of cases is sufficiently large to warrant the appointment of an individual who can give exclusive attention to them.

The next steps forward in juvenile court and probation work require for efficiency in child service:

Necessary
steps toward
improvement

1. Extension of the system so that every county will be equipped to guard dependent and erring children, and to provide promptly and efficiently for their guidance.

2. Removal of the court from the old idea of correction or charity and placing it on an educational basis. Let mothers as well as fathers have a voice in the care of the children under the jurisdiction of the court, for good mothering as well as fathering is the greatest need of most of them. Wise mothers must take their part in the work if crime in children is to be prevented.

3. Probation work must be done only by those who have ability and love and patience in character building and in teaching home-making to parents. Whenever possible, the service of kindergartners and good mothers must be enlisted as probation officers, as they are qualified to bring out and develop the better nature of the child.

4. A standard of service in probation work, a constructive method of teaching honesty, self-control and obedience to law, and a provision for special training in the science of child nurture, for probation officers and other workers with children must be required.

5. County juvenile court associations composed of fathers, mothers and teachers, must be organized to co-operate with the court in caring for children and to increase efficiency in dealing with them by enlisting every local agency that will be helpful. The court's function is judicial. The courts must have supplementary help in care of the children in character building.

6. A state probation commission should be created to unify and standardize the work for children in the entire state, for as the jurisdiction of the juvenile court extends to the neglected, dependent and delinquent child, the responsibility for the treatment of all these now rests on the state. There must be a central official body to which the county work should be reported and which should have supervision over all.

7. The state probation commission should be linked with the state board of education by making the president or his representative an ex-officio member of the state commission.

The reasons for this are:

(a) Every child under the jurisdiction of the court is also under the educational laws of the state, and intelligent administration requires co-operation.

(b) The care of the wayward children is an extension of the educational system, and must eventually be assumed by it.

8. Accommodations should be provided, in rooms or buildings apart from jails, for children awaiting hearing, the management of them being in the hands of the county probation association and probation officers.

(a) The importance of having one administration over the children coming into court, and the value of having the probation officer come first in touch with the arrested child make this advisable. It is an opportunity to study the child, and the probation officer who will later have the care of him, is the one to whom this opportunity is valuable.

9. Special small classes for erring children should be a part of the educational system of the state, to serve as a substitute for the present system of large

reform schools, independent of the school system. The moral education of the wayward child should be a part of the educational work of the state and can be more efficiently handled if it is made a recognized part of that system.

The grouping of hundreds of wayward children together has been productive of moral contamination, and has been, in hundreds of instances, the confirmation of evil habits.

10. State supervision over the dependent children should be established and records as to the homes given them should be kept. Laws to permit the juvenile court to order payment of the children's board in family homes, as it may now order such payment to institutions, should be passed, as should mothers' allowance laws to prevent the breaking up of homes through the death of the father or through extreme poverty—such pensions to be administered by the juvenile court and not by departments of charities.

Every state branch of the Congress should make the juvenile court and probation department one of the most influential and efficient parts of the Congress work. Members should study local conditions, state laws, and present methods of care for the dependent and erring children. Thorough knowledge of the present situation and persistent faithful work in building up a system efficient in its methods of protecting and guiding unfortunate childhood, should be the unending purpose of the Juvenile Court and Probation Department of the Mothers' Congress in every state.—[*For a further exposition of methods, see Mrs. Schoff's articles in volume VI, and her recent book on "Saving the Wayward Child."*]

Necessary
work of state
branches of
the Congress

XIII

THE NEGLECTED CHILDREN'S CALL TO THE TWENTIETH CENTURY

CHARLES W. HEUISLER

Justice Juvenile Court, Baltimore City



LET us place ourselves in the London streets with Nicholas Nickleby. He is thinking of the impending marriage of Madeline Bray and the miser, Arthur Gripe. All the details of the odious wooing pass in review before him; the heartless mercenary sacrifice of youth and beauty to the palsied age of Gripe, that the selfish father may live out a few remaining years in peace and comfort, provokes him into vain, but manly, protest; and pacing the deserted streets he thinks, "how youth and beauty died, and ugly griping age lived tottering on—how crafty avarice grew rich, and manly, honest hearts were poor and sad—how few there were who tenanted the stately houses, and how many of those who lay in noisome pens and rose each day, or laid them down each night, and lived and died, without a home to shelter them or the energies of one single man directed to their aid; * * * how ignorance was punished and never taught, how jail doors gaped and gallows loomed for thousands, urged toward them by circumstances darkly curtaining their very cradles' heads, and, but for which they might have earned their honest bread and lived in peace, how many died in soul and had no chance in life, how much injustice, misery, and wrong there

was, and how the world rolled on from year to year, alike careless, and indifferent, and no man seeking to remedy or redress it."

O wondrous seer of the human heart, how true thy plaint; true in the fiction time of Nicholas, true, in part at least, in the living, breathing present. The intelligent charity of the land is at work, however, upon the evil. Ignorance must be taught and not punished; crime must be prevented and not repressed; homes must be recreated and not neglected—and from these necessities and for their solution, there has come into practical life in many states of our country the "court for the children"—and with each new court there was filed the first practical protest by the states against the bad homes of their citizens under sixteen years of age. The statute law was set upon the books in many a strangely molded shape, and local needs were met in various provisions adapted for the requirements of the official heads of the tribunals, but in all the laws there rang out true and clear, the one provision—typifying the genius and the inspiration of the work—that there should be appointed for the use of these courts the co-operative aid of probation officers. Clearness and adaptability in the organic law is most desirable; proper appliances are needed as an adjunct in the practical working of the law, but the probation system is not only desirable, and is not only needed as an adjunct, but it is absolutely impossible to do the work without it, and without it the laws had better be repealed.

The work of the children's courts must be done in the children's homes. No temporary veneer put upon the child by the most sympathetic judge, by reason of either counsel, suggestion or threat, can

be availing, if after the process the subject is sent back again and alone into the same experiences which caused his trouble. The work must be carried into the homes and the heart of the boy and of his people. Not the offense alone must pass under the observation of the court, but the temptation, the lack of opportunity, the bad examples, all the inducing causes of the offense must be discovered, and when discovered rooted out. The youth must be ruled with kindness and suggestion and made to understand the meaning of home and law and necessary discipline. He should be told that he is but a child today, that he is the man of the coming morrow. His quickening intelligence, his hopes, his ambitions, once appealed to, his response is almost certain.

The voice of pity and compassion must reach him and reach his parents also in the home. Down to the very depths of that home must it go—the probation system must recognize that in the moral as in the material world the rain and the sunshine of pity and compassion is for the roots of the plant as well as its flowers. Recall the interview of Rose Maylie and Nancy Sikes. “Oh,” said the earnest girl, folding her hands as the tears coursed down her face, “do not turn a deaf ear to the entreaties of one of your own sex; the first, the first I do believe, who ever appealed to you in the voice of pity and compassion. Do hear my words and let me save you yet for better things.” “Lady,” cried the girl, sinking on her knees, “dear, sweet, angel lady, you are the first that ever blessed me with such words as these and if I had heard them years ago, they might have turned me from a life of sin and sorrow; but it is too late—it is too late.” And then this girl—this outcast of the streets, with “no certain roof but the coffin lid

and no friend in sickness or death but the hospital nurse"—went out into the gloom and degradation of Spitalfield to her horrible death at the hands of the brutal housebreaker.

There is a double appeal to us all in the creation and the maintenance of the children's courts. They call for the display of all the boundless wealth of our aggregated and personal charity—and they appeal to the economic side of our financial nature. It is easier and cheaper to prevent crime than to punish it. Spacious and commodious reformatories and penal institutions should not be the subject of civic pride. It may never be possible to do without them—it is entirely possible to diminish the number of their inmates. The constructive work that reared them to the skies and made them architectural ornaments can be superseded by the constructive work of children's courts which will build up and fashion the weak and erring, and usually neglected, child into a well-developed, moral, Christian man. The work demands the earnest and sympathetic co-operation of all the people.

"I have a duty to discharge which I owe to society—and it shall be discharged at any cost," cries the hypocritical Pecksniff when he discharges poor Tom Pinch because Tom has learned and admitted how false and crafty, mean and cruel, Pecksniff is. "Oh, late-remembered, much-forgotten, mouthing-braggart duty, always owed and seldom paid in any other coin than punishment and wrath, when will mankind begin to know thee! When will men acknowledge thee in thy neglected cradle, and thy stunted youth, and not begin their recognition in thy sinful manhood and thy desolate old age! Oh, ermined judge whose duty to society now is to doom the rag-

ged criminal to punishment and death, hadst thou never, man, a duty to discharge in barring up the hundred open gates that wooed him to the felon's dock—and throwing but ajar the portals to a decent life?"—[In "*Charities.*"]

CO-OPERATION BETWEEN HOME AND
SCHOOL, AND BETWEEN HOME
AND CHURCH

XIV

THE DEPARTMENT OF PARENT-TEACHER ASSOCIATIONS



HE department which promotes co-operation between home and school is the most extensive and far-reaching of the Congress activities. Under the able direction of Mrs. Walter Leroy Smith of Malden, Mass., the number of the associations is rapidly increasing in every state, each new organization forming another agency for the promotion of child welfare. So extensive has the work become, that, at the request of Mrs. Smith, the field has been districted and Mrs. Henry O. Holland of Buffalo, N. Y., and Mrs. C. E. Beach of Olympia, Wash., have been enlisted as district chairmen.

The leaders

While the Congress, from its beginning, emphasized the assistance which teachers could give to its work, mothers' circles were at first held in private houses or in churches. But it was soon found that they reached the acquaintances of the hostess or the members of the church, and did not fulfill the basic purpose of reaching every home and every mother.

The
development
of the name

While considering this problem, the immense advantage of meetings in public schools was brought to the attention of the leaders of the Congress by the work of Miss Hall of Philadelphia, and a few others elsewhere, and by a plan adopted in Detroit, Michigan. The Hancock school of Detroit had, for several

years, been annually interrupted by epidemics of scarlet fever and diphtheria, when it occurred to its principal, Miss Harriet Marsh, that a solution of the trouble might be found in calling the mothers together and giving them simple talks on the symptoms of the diseases, the causes of their spread, the means of preventing them and of protecting their own children, and their duty to protect other children. The results were immediate, and the diseases disappeared from the district. So marked was the success of this sensible plan, that Miss Marsh continued it to cover other needs, and the board of education printed an account of it in its annual report.

Mothers' circles in schools were thus early perceived by Congress workers to be the best plan of reaching all mothers in a place to which all could freely come (since the schoolhouse belongs to all) and to which large numbers would come because the school building houses the dearest possession of the community.

The Congress soon formulated plans for the organization of mothers' meetings in schools. But when the mothers began to discuss the needs of the schools, both material and spiritual, they often found that success depended upon the voting men, and it was quickly seen that what was necessary to bring school and home into most effective co-operation was *parents'* meetings—gatherings of *fathers* and mothers. The Congress name then shifted to "Parents' Meetings in the Schools."

But the work could not progress very far without the discovery that in the school itself was a body of people better trained and even better fitted in many ways than parents, to give advice on child nurture—a body of thoughtful men and women, who

often knew much about the children which was a sealed book to the fathers and mothers, and who, at the same time, were large minded enough to realize that parents have knowledge of equal value to them. The ideal school meeting was thus discovered to be the Parent-Teacher Association, under which title the societies have been carried on for many years, and methods have been reduced to a system, equally practicable in church and lay school.

In the words of Mrs. Schoff, "The Congress is building a system founded for parental education in child nurture, co-operation of home and school, and child welfare in the community. With a universal school system, we have found this the best way to reach all parents."

The Congress
building a
system

The associations have met with a cordial reception from advanced educators, who recognize in them the potentiality of a kind of co-operation which will reduce the friction and double the efficiency of the schools. Dr. Claxton, national commissioner of education, says, "We have not yet begun to measure even the tremendous *economic* waste of the lack of intelligent co-operation between home and school, while it is evident that the waste of child energy due to this one weakness alone has never been truly measured, for if it had, the supineness of school authorities and school patrons, as well as of governmental forces, would have long since disappeared. It has remained for this organization to realize the vital need, and to lay the foundations for the method of meeting it."

Opinions of
advanced
educators

Honorable Elmer Ellsworth Brown, former national commissioner of education, said, in speaking of losses in school attendance, "All manner of moral influence and co-operation must be added to all man-

ner of legal and administrative compulsion to bring about the desired uplift in the matter of continued attendance at school. Pass on the word to parent-teacher associations that such combinations of favorable influences have even now accomplished notable improvements which have been seen, measured and recorded."

**Material
results**

The most important results of parent-teacher meetings are spiritual and cannot wholly be put into words, but many material benefits have accrued to the schools; systems of ventilation, libraries, apparatus of various kinds, better school recreations, school lunch rooms, sanitary drinking fountains, abatement of unsanitary conditions, clothes for indigent children, kindergartens, new school buildings, consolidation of rural schools, county graduations, social centers in schoolhouses, etc., etc. All are important adjuncts of the school, but chiefly valuable as indicating a better atmosphere for child development.

**The
principal's
point of view**

School principals find the parent-teacher circle an excellent means of reaching all parents effectively when some general condition needs changing, when public sentiment in the district needs rousing, or when they wish to make certain courses effective which do not seem to take hold. A principal may know of environments which are dangerously affecting certain pupils, and through them, the whole school. He may wish to suggest needs of the school. He can talk with a hundred parents as well as with one.

Principals testify that pupils are more easily managed as a result of such meetings. They also find appreciation in quarters where they had not expected it, and disarm opposition which has long hin-

dered their efforts. One principal said, "When first spoken to about parent-teacher meetings, I could not imagine what the people would talk about, for if they talked as they usually do when they visit me, I thought they would soon come to blows of the tongue at least. Now we understand the home in its relation to the school much better, and the parents seem to understand what we are trying to do."

County superintendents find the school and home organizations a valuable adjunct in unifying work, and in creating sentiment for good roads between home and school, for better housing and sanitary conditions, for consolidations, and for all the other crying needs of rural schools.

County
superinten-
dents

Parents who wish to form school associations have usually to win over the principal. Naturally, he wishes to know what good the Parent-Teacher Association will do his school; how much time it will take, how much work on his part and on that of his assistants, will be required; and whether the movement has originated in a critical or a helpful spirit. If these things are made clear to him, he will probably favor the meetings, and usually the organization had best be deferred till he wishes it. An antagonistic spirit can defeat all the purposes of the association.

Initial work
for organiza-
tion

A good plan for working up interest, after the principal desires a Parent-Teacher Association, is to talk the plan over with a few of the more active patrons of the school, and having enlisted their interest, to set them each to work on another circle of patrons whom it may be possible to arouse. In doing this, each is asked if there is not some one thing about the school work which she would like to know; something that, for her own information, should be

Working up
interest

discussed. By this means a list of topics vital to that school's welfare will be secured. The teachers will, of course, find many subjects whose discussion would facilitate their daily round—questions of the effects on school work of improper or illy prepared food, bad sleeping and study conditions, wrong amusements, and physical and moral defects.

Personal visitations are one of the most efficient means of keeping up interest and attendance after organization, and there should always be a committee of patrons to receive and talk with the members when they come to the meetings and another to do the same thing when they persistently stay away.

Parents must
do the work

Parents are advised not to ask the teachers to take all the offices or to do all the work. Teachers are told "Keep the parents interested by allowing them to do the work. You have each sixty children, they, perhaps, have only three, and some are not even so far blest. Through the parents, you can suggest to the meetings many things which you hesitate to present for yourselves."

The first essential of true success in parents' clubs is that they should be animated by a spirit of democracy. Since the rights and the interests of all parents are equal in the school, so all should be equally welcomed into the parent-teacher club, and given a share in its activities. Officers and committees should be changed from year to year, it being the recognized duty of every officer, under the advice of the principal, to see to it that there is a suitable successor ready to take his place.

Calling the
meetings

The getting together of the parents involves little extra labor for any one. The invitation for each meeting reduced to its simplest and most telling form, is made the writing lesson for the whole school,

the higher forms making extra copies for the little ones who cannot use the pen. These invitations are carried home as specimens of the children's improvement, and as such, are always read.

Topics must be named takingly. Parents who most need the meetings are caught in this way, and also by *personal solicitations* from teachers and other parents to *come and help*. If a certain group of mothers who most need the meetings do not come, there may be some introductory music or recitation in which their children take part, and these mothers must not go away without feeling that something is to be gotten out of the circle. Each one must be personally met and something kind said about the children. This will help teachers to believe in the worst child, and he needs it most.

Inducements
to attend

In some schools, parents are interested by tea and wafers, which make the meeting seem like a reception. Indifferent parents are asked to serve. Children are interested by hanging the best school pictures in the rooms that furnish the largest attendance of mothers from month to month. Sometimes a baby show brings out the mothers, and gives lessons in the care of children.

Do these things seem trivial or undignified? Do they seem to be unsystematic and out of harmony with the purposes of education? System is not an end but a means. We are working, not for education alone, but for child welfare which is much larger than education. The school *must* get into closer touch with the home. To accomplish this, parents *must* be brought into sympathy and co-operation with the school. Without this, "we are trimming one side of our hedge quite in ignorance of the plan of the one who is trimming the other. The care of stock

would never be entrusted to two parties without a common plan." If, through the parent-teacher meeting, the teacher gains a "common plan," he gains that which doubles the efficiency of his own work.

Very little red tape is needed in the way of constitution and by-laws. The following is quite full enough:

ARTICLE I. OBJECT AND MEMBERSHIP

The object of this organization shall be to bring the school and the home closer together, and thus work for the best good of the children. Anyone interested in the welfare of children may become an active member.

ARTICLE II. NAME AND MEETINGS

This organization shall be called the.....
of the.....school, and shall meet.....

ARTICLE III

This organization shall join the National Congress of Mothers. Dues of 10c per member per year shall be forwarded to the Congress in May of each year.

ARTICLE IV. OFFICERS

Section 1. The officers of this organization shall be a President, ...Vice-Presidents, a Secretary and a Treasurer.

ARTICLE V. COMMITTEES

Section 1. There shall be standing committees on reception, press, mutual help and membership.

Section 2. The president shall be ex-officio a member of all standing committees.

Section 3. The officers and the chairmen of standing committees shall constitute the executive committee.

Section 4. The executive committee shall transact the business of the organization between meetings of the whole, and shall provide programs for such meetings.

Section 5. Chairmen of standing committees shall be appointed by the president and shall each choose members to form the committee.

ARTICLE VI. ANNUAL MEETING

The annual meeting shall be held in May, at which time reports of committees shall be made and officers elected for the ensuing year.

ARTICLE VII. AMENDMENTS

This constitution may be amended by a two-thirds vote of the members present at any regular meeting.

"How to Organize," furnished for four cents by the National Congress of Mothers, 806 Loan and Trust Building, Washington, D. C., gives advice as to methods of procedure and as to topics. Too much dwelling on parliamentary form in such gatherings is paralyzing.

Once a month has been found to be often enough to come together, and all can be done in an hour. Friday is usually the best day, and from three to four the best time for towns, and from half past two to half past three for the country. The set talk is usually not over fifteen or twenty minutes long. The rest of the time is devoted to questions and discussion, thus

Frequency of
meetings

giving many a chance to take part and become more interested. Some one is appointed to be ready to start the questions and discussion informally. In this way, the parents learn how to take part. Having taken the simplest action in meeting, they feel more closely identified with the work.

Subjects
for
discussion

Top lofty subjects are not chosen nor are technical talks allowed. Both are deadening in the public school meeting. Doctors, nurses, ministers and public officials (with the technical and time restrictions) are used. Teachers and parents do not have much time for writing papers. Collections of telling, vital articles from books, periodicals and daily papers, are used. The one hundred and twenty-five papers prepared for this purpose by the National Congress of Mothers, and the less technical bulletins of the United States and of state agricultural and educational departments, which bear on the home and school, are also serviceable. The school drill idea that everything must be original is discarded. It is the discussion that counts, and no time is wasted writing such articles when they have already been prepared by experts.

Experience has shown that in most schools, the first meetings are profitably spent in discussions of the simple basic problems of child nurture—food, clothing, sleep, habits, home study, diseases, care of teeth, eyes and ears. Talks on such subjects foster the feeling of intimate relation between home and school, and serve to create a comradeship between the two that may later lead to radical reforms whose proposal, in the beginning, might rouse antagonism. All the early reforms discussed should be of a kind generally recognized as the business of parents. Those



FIRST BOARD OF MANAGERS NATIONAL CONGRESS OF MOTHERS

Lower Row—Helen Lewis, Mrs. Adlai Stevenson, Mrs. Theodore Birney, Phoebe Hearst,
V. H. Wilson, Frances Newton.

Upper Row—Clara Bliss Finley, Mrs. James McGill, Mrs. A. A. Birney, Cora E. Fuller,
Mary Louise Butler, Harriet A. McLellan.

which relate especially to teachers and school boards had best wait on these.

The general tendency in selecting programs is to choose subjects which, while valuable in themselves, are of interest to few and are often too general to meet the concrete need of the majority. As many teachers, while feeling a need for better co-operation between home and school, have not formulated the actual deficiencies, and as a large number of parents are equally blind to the nearness of the needs, a few simple programs, calculated to create an immediate interest in the work of the parent-teaching meeting, are given in this volume.

Suggested
programs

Evening meetings are held occasionally, to which *all* the fathers can come. If the school is in a rural district, a father and a mother may talk on the connection between good roads and good school work, and the discussion can be on how to get both. If the meeting is in a town, the relation to school work, of the public amusements which the fathers, as voters, allow, would be a good topic, the effort being to keep away from personalities, and stress on the needs of the school at large.

Evening
meetings

The Congress is, of course, prepared to give a great variety of assistance in the way of literature and advice. State and district workers are advised, not only to fully inform themselves as to these aids, but to bring them to the attention of parents and teachers in their localities.

XV

THE PURPOSE OF PARENT-TEACHER ASSOCIATIONS

GERTRUDE GREENE

Principal of the Normal Training Department of the Public
Schools of Kansas City, Mo.

Why
co-operation is
needed



THE co-operation of school and home depends upon the standard of excellence in each department; upon a mutual understanding of the rights and duties of each; upon a clear conception of the common aim of both parents and teachers in all that they do in the rearing and training of the children given into their charge. Upon this co-operation depends the success of our schools. Where it fails to exist, there you are sure to find friction, one-sided development, and all the demoralizing effects of a house divided against itself.

The common
aims but
different
methods of
home and
school

The editor of a prominent school journal says: "The education of the children is the common aim of both the home and the school. The school was established to assist the home when life became so complex an affair that the home could not provide all the education that the child needed. It is improper to separate the school from the home to the extent that is now common, and it is especially bad when the two work at cross purposes. But the education given in the school is *not* the same as that of the home, though there is much that is common to both. They should both aim to cultivate habits of industry and self-reliance; to make the children alert and discriminating; to quicken the conscience and

strengthen the will for doing its duty; to extend the knowledge and repress the personal desires when they conflict with the rights of others; to awaken and strengthen the sense of the beautiful, both in thought and deed. The home has a right to expect the school to work intelligently and persistently for the fuller realization of all these things and as an auxiliary to the home. They must work together or the school will be of small value to the home and family."

The school has a function as peculiar to it as that of nurture is to the home. The school is the transition stage from life in the home to life in the state. It is in the school that the child first learns to regulate his conduct by the law imposed by community life. Each individual child has a right to what the school can give him; justice demands that he shall not be deprived of these rights and that he shall not deprive others of them. The deepest principle of the government of the school is justice. In order that each shall get his due, there are certain laws of punctuality and regularity of attendance, of order and decorum, of non-interference, of industry and the like, that must be obeyed.

Home life would become intolerable if regulated by the laws of the school; and so, too, would the school become intolerable if the wide range of impulse and caprice proper in the home were extended to it.

"It is because parents and teachers do not see clearly this distinction between the purposes and methods of school and of family life that most of the conflicts between them arise. What all good people desire is to have justice prevail. If the home and school shall form a closer union, all conflicts arising between them will disappear through a fuller knowledge of each by the other."

Are homes
doing their
duty?

Are the homes doing all they should to enforce implicit and cheerful obedience, truthfulness and rigid honesty? Alas! some of our pupils enter school from homes where a lie is a "little fib"; where prompt obedience is rarely enforced and where the rightful authority of the teacher is questioned or flatly opposed by the parents; from homes where absolutely no interest is evinced in the child's school life and where efforts to break up some bad habits or unfit association meet with no response.

Some parents work great harm to their children by permitting them to waste their nervous energy in frequent and promiscuous indulgence in evening parties and other night entertainments. The results are shown in depleted strength, neglect of school duties or positive distaste for them, irregular attendance, and saddest of all, a cultivation of false ideas and standards of social life—inseparable from premature indulgence in what is right in itself, but to which they should bring a more mature judgment and more solid mental attainments.

A public school system imposes certain standards of excellence in work and conduct. Competition among teachers and between the pupils of different rooms and schools keeps the standard up to a certain point of excellence. The supervision to which the teachers and pupils are subjected constantly emphasizes the ideals of the school. Both tend to increase its influence along the lines of intellectual attainments and of compliance with the requirements of school discipline. Added to these is that intangible moral influence which speaks above action or word. As a class, our teachers are fairly educated women, animated by an earnest purpose, truth loving and cultured. As these elements of character vary, so does the moral tone of the schoolroom.

In order to co-operate fully, the home and the school must agree upon a high standard on the moral as well as on the intellectual side and then pull together. "There must be a clear understanding on the part of both parent and teacher of the rights of each other." The parent has a right to investigate the character and standing of the school in which he places his child, and to satisfy himself that his child is in the hands of a wise, refined, and competent teacher. He has a right to all necessary information as to the rules and regulations of the school; to be a welcome visitor at any time he may choose to call; to receive a courteous hearing should he come with a grievance; to be notified at proper intervals in regard to the standing of his child in work or conduct; to demand for his child, fair, honest treatment; to expect that the teacher will do all in her power to look after the moral and physical well being of his child while he is under her control; and to expect that, other things being equal, his child will make a fair and reasonable progress in his studies, and grow into a law-abiding, courteous, intelligent and moral member of society. All of these things the parent has the right to demand of the teacher.

Pulling
together

Perhaps, of all the occupations of women, none are so nerve-wearing, or so burdened with heavy and far-reaching responsibility as that of the true and conscientious teacher. Money can never repay such a teacher for her labors. The mere intellectual side of her work is as nothing compared with that subtle influence which goes to make character; which moulds the very soul of the child. She daily dies to herself and lives in others. Such a teacher has the right to expect that the parents will be anxious to know her better, because of the good influence she has over

The exactions
of teaching
professions

their children; that the parents will recognize her as one whom they delight to honor; that they will come directly to her in cases where friction or misunderstanding has arisen; that they will co-operate with her in enforcing the rules and regulations of the school relative to the conduct of the children in the room, on the grounds or on the way to or from school; and that parents will never permit, in the home, the slightest trace of disrespectful mention of her by the children. There can never grow up in America, good, loyal citizens until respect for constituted authority is demanded, first in the home, second in the school. Respect for municipal, state, and national authority develops from such training.

Visiting the
school

Parents should show sufficient interest in the welfare of their children to call occasionally at the school, for the purpose of inquiring as to the progress of their children and to ask in what way they can supplement the work of the teacher. Unless a strong interest is manifested at both ends of the line, the child's highest good is not reached. Teachers have a right to expect that parents who are able to do so, will use every proper means to enforce the rules governing tardiness and absence. The best teacher soon loses her hold over a child who is allowed to absent himself from school for the most trivial reasons or who is permitted to delay his preparations for school until tardiness results. Promptness is the very soul of efficient school work. The crusade constantly waged against tardiness and absence is not a mere personal ambition on the part of the teacher, but is an effort to inculcate principles of business promptness.

The inefficient
teacher

In stating some of the rights of the parents and teachers, I have presupposed a true teacher and intellectual parents possessed of common sense and full

of vital interest in the highest good of the child. There is often an approximately ideal condition at home, but a lax general discipline in the school. Such latitude is permitted outside of the building that the teacher is hampered in her honest efforts to reach effective discipline within. She is not supported in her management of cases demanding the principal's interference. There is little chance to bring about harmonious conditions under such circumstances.

Again the teacher herself may be lacking in those elements which are desirable in one to whom children must be intrusted six hours of the day. Co-operation here may seem difficult, but it is not always impossible. Sometimes the teacher is simply discouraged and needs the kindly sympathy which only parents can give. If parents could see how happy and bright the face of a teacher is made for days by such sympathy, they would oftener take the time and trouble to write the note or make the visit. There is no harder lot than that of the conscientious but unappreciated teacher. It may not be heroic in her to be so influenced by anything beyond "a mind conscious to itself of right," but it is human.

There are cases where the home stands ready to co-operate but the teacher is wholly unfit in every way for her work. Here is the place for the most uncompromising stand on the part of those in authority. Removal of the teacher is the only remedy. I refer to those negative teachers, purposeless, lacking in judgment and clear ideas of justice, of bad moral influence in that they fail to exercise a positive influence for good. There is no hope for such a teacher and no hope for her pupils so long as they remain under her influence. Negative influence for good is positive bad moral influence. It seems to me

Negative
influence for
good is posi-
tive for evil

that the end of all teaching is not to teach new facts but to build character, to inspire children to nobler living; to strengthen them in all wise ways. The end of family life, as of school life, is not sweetness but strength. Many a so-called kind mother or teacher is leaving the children characterless on the positive side and therefore entirely open to temptation when temptation comes. There is doubtless more of this negative work being done than parents realize. The parents hold the matter in their own hands. There must be a public demand for a higher standard of professional training and personal worth and force. In no country where a public school system is supported, is there so little attention paid to those finer qualities, other than intellectual, which go to fit men and women to teach in the truest sense of the word, as in this country. A young teacher should not be placed in full charge of a school until she has had sufficient professional training to render her skillful in methods of instruction; until she has been subjected to sufficient scrutiny by a keen-eyed student of human nature to decide as to her moral and temperamental fitness for a teacher's work.

The inefficient
home

Where the conditions in the school are favorable, the home training is often sadly lacking or positively antagonistic to the school. Here is where the teacher has her grandest field. She educates the home through the child. Often, when she least expects it, her reward comes with the knowledge that the parents feel and acknowledge her noble efforts to raise them to higher levels through their children.

Influence of
mothers' clubs

But I believe that it is through the mothers that a closer union of home and school must be brought about. Lift up the home and you lift with it the school. I believe that this uplifting of the home is to

come through the mothers' clubs of the country. Through these agencies, people have been aroused, in some cases, from an almost criminal indifference, and great possibilities lie in the future. There is need for organized, persistent effort in the interests of the children who are to be the coming citizens. Good schools will not come to us for the wishing and will certainly not run of themselves. Community indifference in such a vital matter is a wicked thing, and teachers rejoice that a reaction has set in, that the old indifference has given way to a deep and absorbing interest in all that pertains to the right education and environment of the young.

"The mother's work has sometimes been thought to consist of care for the material comfort and welfare of the child, the teacher's work has sometimes been thought to consist of care for an intangible something called the child's mind. Modern science and modern education insist upon regarding the child as a whole, to be developed in his whole nature, physical, mental and moral. Hence, it is absolutely necessary for both mother and teacher to broaden the scope of their work in the preparation for it."

The child as
a whole

XVI

PRESENT HINDRANCES IN PROMOTING CO- OPERATION BETWEEN PARENTS AND TEACHERS

MRS. ALICE H. PUTNAM



BECAUSE, for many years, it has been my privilege to fill the role of mother as well as teacher, many questions have forced themselves on me which I should like to see more fully discussed.

Conserving
the child's
experiences

In one respect, at least, the functions of mother and teacher should be identical. I think each is where she is, to conserve the best experiences through which the child is passing, whether these come to him through study, work or play. For the sake of habit there must be a survival of the fittest states of body, mind and spirit. Does the teacher take enough into account the way the child is being *affected* by what he does in school? Is it much concern to her in what sort of attitude the child stands in regard to his work, *provided he learns* his lessons? And on the part of the mother—is she honestly upholding that which is right and reasonable for the teacher to expect? Again, has she failed to discriminate between that which is a whim or caprice in her John, and that which is vital to him? She, knowing his hereditary tendencies should help in building up those which need strengthening, as well as in minimizing those which seem likely to lead astray. A conscientious teacher is often a more impartial judge of these

matters than the parent—for, as Froebel says, “to what is near, we oft are blind.”

Another thing I am impelled to lay before you is the practice (which is very common) of “branding” a child when he enters a school. Oftentimes it is said in the child’s presence, “He is lazy,” or “He is mischievous.” “He hates to study” is even worse. The teacher takes the parent at her word—assumes that “Mary” *is* what she *is said* to be, and by her suggestiveness, Mary soon lives up to her reputation—as the teacher *thinks* she does, and the seeds of many a misunderstanding between the child and teacher are sown.

Branding the child

The teacher and parent must take their charge “for better, for worse,” and when children or young women come to me, *I* prefer to find out for myself their moral or mental defects—the physical ones I ought to be told. I want them to have a new chance on each step onward, to make a new beginning. “Old Scores” would better be overlooked as much as possible.

Thirdly, from the parent’s standpoint, I think more pains should be taken to enlighten us as to the practicalness of new methods. They may be all right, but it goes hard with a father who could read his a-b-c’s fluently at four years, and could recite the multiplication backward at six, to find that his John, at even seven, hardly knows the alphabet, and it isn’t wholly satisfactory to his judgment to simply be told that Mr. Spear’s number method has superseded the old work, which *he* used so effectively. Why shouldn’t the child learn names of kings or presidents, and dates of battles in his history? Although the father acknowledges privately to the mother that all the impression a map ever made on him was that Indiana

Old methods and new in the parent’s view

was green, and Illinois pink, and Italy shaped like a boot—he is honestly fearful lest something be omitted that his child should know, when he can't repeat the names of countries, or “bound” the States. I don't like the attitude of some of the “new educators” toward these people—and, as I said before, there should be a series of practical talks and discussions with the parents in regard to these particulars—not so much on reforms in general—as these points which we teach his child. He reads in one magazine that Col. Parker says this; in another Dr. Dewey says that; again in a third, Dr. Hall or Dr. Munsterberg says exactly the opposite. How is the man to know that the true doctrine of education goes into particulars, which have for their base, the real needs of the child? In the parents' meetings I have attended, there is too much lecturing—too little discussion.

School time
not parents'
time

Fourthly. If the last suggestion were met, I should not have to say to parents what I am about to say. The school session, when the teacher is supposed to be busy with her children, is *not* the time for you to ask for explanations. It is perfectly exasperating to see how thoughtless people can be in this matter—even august superintendents sometimes forget themselves. A company of visitors will enter a class room—stay perhaps five minutes (often chatting over what is going on, or what went on in the last place)—and then leave for another room. They almost always bring with them an air of unrest, and not infrequently one of prejudice. Let me give one illustration of the way a Woman's Club woman saw my work.

Unintelligent
criticism

She had taken a course of lectures on Froebel's games and was deeply impressed by their spirit. When the children went to the play circle, she asked

if they played "The Knights" (one of Froebel's games). I said no—the children had had no experience as yet which called for it—so I hadn't given it to them. She reported back to her club that I "didn't believe in using the game." Now, this is no exaggeration. I have seen dozens of women who had a desire to know what was being done in schools, in order to better them, do just such superficial visiting. It is not enough to send "any old" committee, pardon me! on this business. The people who do it effectively must be trained to it, and not until they are so trained will teachers feel that they come for anything less than an inquisitorial visit—to spy out the weak places. Do not misunderstand me—I know there *are many* weak places, and that an educational upheaval is absolutely necessary, and I am glad the storm is bursting—for it will clear the air. Chaos existed before Paradise—but do not forget that mists went up and they watered the earth. Evolution is a slow process, but it is a moving one. Instructive methods in the mothers' and teachers' work must give place to those based on true insight—for as one has said, "as the scale of life rises from brute to the higher forms, everywhere instinct is replaced by that which is based on reason."

XVII

MUTUAL OBLIGATIONS OF MOTHERS AND TEACHERS

MRS. EMILY HUNTINGTON MILLER



TWO institutions, the Home and the School, absorb the child during the formative period of life, and the best results of education are only possible when these two agencies co-operate and work in harmony. In some sense this necessary fellowship has always been recognized—the old Puritan idea of co-operation being that when the child was whipped at school he should be whipped again at home—while our modern interpretation too often follows the Irishman's principle, that in any disputed question it was best to be "ag'in the gov-er'ment."

Between these two extremes we have the great body of parents, intelligent and non-intelligent, who are honestly desirous of aiding the teacher if they only knew how. In my brief space I may be allowed to pass over the teacher's side of this obligation, and address myself to the mother. It has never seemed to me that teachers, as a class, were neglected in the matter of good advice. The problem must be to avoid having their personality swamped under it. They have also the advantage of a rigid examination as to their preparations, and a systematic oversight of results accomplished—two requisites which, I am afraid, would sometimes mean loss of position to the mother, and in saying *the mother*, I wish to protest against excluding the father from the home partner-

ship. Fathers and mothers together make or mar homes.

May I say, then, that the mother who fails in this most desirable co-operation with the teacher of her child usually has had (1) no preparation for her work, (2) has no conception of its importance, (3) is so harassed by circumstances as to be unable to carry out her own highest judgment.

The kind of
mother who
fails in
intelligent
co-operation

These difficulties are, of course, interdependent. If the mother had any adequate preparation for her work, she would realize its importance—if she understood its importance she would not allow a multitude of minor matters to absorb herself and distract her child. She may have had a college education, but she has not learned to transmute knowledge into wisdom. Her study of biology and hygiene ended in the laboratory and the class-room—her knowledge of psychology does not draw her to intelligent observation of the unfolding intellect of her child—her familiarity with logic and ethics, to fair and impartial judgment.

It is peculiarly difficult for the mother to take the impartial view of the teacher, or to believe that in a majority of cases the judgment of a conscientious teacher, and her estimate of a child's character is more likely to be correct than her own. Her judgment of her child's character and conduct is inevitably colored by the relation of motherhood—the child would be fatally defrauded if this were not so. What could atone to a multitude of children for the misfortune of having been born, but the passionate instinct that takes no account of lack of beauty, grace or intellectual gift, but clings to its own with a deathless devotion?

Two sides of
knowledge in
school and
home

The mother feels also that in her intimate acquaintance with her child she has a key to much which the teacher cannot understand, and here again she is within the truth of motherhood. But, on the other hand, the teacher sees a side often never revealed to the mother, and she has the advantage of the perpetual comparison year after year of a multitude of varying types placed in precisely the same circumstances. From a scientific point of view, this possibility of comparison gives the decision of the teacher an immense advantage in value, yet her problem is always to consider the child so far as possible as an individual, while she is compelled to treat it largely as simply a member of an organized body. The mother, whose work is for individual development, must also learn to think of her child in his human and social relations that she may weigh his character and conduct in a juster balance.

The chief
difficulties
from which
school chil-
dren suffer

It is not too much to say that the great majority of children come to the teacher more or less hampered by conditions that prevent the best results from their school discipline. To sum up the more prominent of these disabilities is not to assume that any child suffers from *all* of them, but that few children escape the injury of some of them.

They are irritable, they are insubordinate, they are dependent. They have no habits of self-control; their powers of observation have never been awakened, or their reasoning powers developed. They are not accustomed to act from any worthy motive, they are trained to abnormal self-consciousness, and to an undue sense of their own importance. If they are not actively selfish they have at least that negative selfishness of indifference which prevents all real interest in others. Add to this that they are often ill-fed,

suffering for lack of rest and sleep, and under perpetual discomfort from their clothing, and you have an indictment against the home which I should hesitate to bring to a less thoughtful body of readers.

But I simply wish to show how in the years preceding the school age, the home too often fails to improve its opportunity to nurture those virtues which make easy the attainments of maturing life and to train the child in those habits of thought and action which make character.

The mother's peevishness, fretfulness, or simple nervousness, reacts upon the child from babyhood to produce like conditions; or the child, born with the unfortunate inheritance from either parent, is never taught to fight against it by the genial presence of a cheerful philosophy. Stress is put upon little things, small accidents, little disappointments, little inconveniences, and the child enjoys the sense of importance from being ministered to until he really comes to look about him for dissatisfactions with his food, his toys, and all the circumstances of his life. The natural result is that when he grows older he never fits comfortably into any niche appointed for him, but chafes and frets at his surroundings.

**Peevishness
and
fretfulness**

At school, the child is insubordinate. He has not learned at home to reverence authority as something essential in life, but to antagonize it as forcible repression. Authority has never been put upon a proper basis with him, as the expression of love, guided by wisdom—he may have learned to obey, as multitudes of men obey, because they have learned that this is the best policy, and that in the end they are sure to get the worst of it in a conflict with law. But to obey is not necessarily to be obedient—one is an outward act, the other an inward grace that might

**Insubordina-
tion**

have been added to the beatitudes, so much does it add to the blessedness of life.

The
dependent
child

The child comes to the school *dependent*. Difficulties appall and discourage him; he has never been taught the wholesome lesson of self-dependence whether it is applied to the solving of a problem or untying a knot in a shoestring. He never knows the exhilaration of attacking and conquering difficulties, but must be urged and encouraged and have perpetual help.

No self-
control

He has no habits of *self-control*. I believe we are inclined to overestimate what we call the natural restlessness of the child. Young animals are full of activity, but they alternate with long periods of complete rest. A child who is never still during a waking moment is not in a healthy condition. When I say "quiet," I do not mean stillness and silence and rigidity; I mean the quiet of the forest when the wind is blowing, and the leaves are moving, and the little wild animals are running on their errands, the quiet that comes to your heart as a father's benediction upon you; I mean the quiet of the sunny meadow where the wild flowers bloom, I mean a very different thing from rigidity, and silence and stillness.

The fact is, we set ourselves about making our children restless almost as soon as they are born by tossing and shaking, and perpetually trying to attract their attention and amuse them until we bring them to a condition where they actually have to be cheated into keeping still long enough to go to sleep. Quiet is as normal as restlessness, but it must be the quiet of *self-control*, not an enforced suppression of activity. The one is restful and refreshing, the other wearying and injurious, and the child should be

trained at home by natural processes to this valuable possession of his own powers.

The child in school is not interested in his work because his powers of observation, and his ability to reason have not been developed yet in the wonderful phenomena of nature passing before his eyes, the nicest discrimination, the keenest observation, might have been awakened as a result of delightful recreation. The glossy skin of an apple is a fascinating treatise on the economy of nature, and the logical sequence of cause and effect is written in a thousand illustrated editions in the world about us, in words of one syllable, suited to infant minds.

Observation
and reason
not developed

The child has not been accustomed to act from worthy motives. To do things regularly and persistently because it is a part of the order of life, in spite of the fact that it is "no fun," have not been part of his training. To do what he does not like to do, to yield his judgment to others, to find satisfaction in doing even an unpleasant thing heartily—these are things we all agree he must learn to succeed in life—why not teach them by the pleasant ways of home-life rather than leave him to the harder discipline that can only shape by heaving and cleaving, not by gentle moulding.

Worthy
motives
lacking

I have no space to consider the discipline of work, the training of noble ideals of truth, honor, of unselfishness, and active self-sacrifice, for whose lack in the years preceding school-life no after education can ever compensate.

I can only summarize under the one head of the child's physical well-being, those matters of food, sleep and clothing whose neglect tells so heavily upon the capacity for school work. It is not alone the child of poverty who is insufficiently fed—many a

Lack of
physical well
being

home of luxury ministers to morbid and unhealthy appetites, food that is worse than useless as real nourishment. Many a fretful and rebellious child is simply uncomfortable from clothing that drags or chafes or restrains, many an active brain is simply dull from lack of sleep, or torpid with the reaction from unwholesome excitement. And as the most serious of all matters that today claim the attention of the home, I wish to urge the necessity of protecting the children from this most dangerous tendency of the age—to thrust them unduly into publicity. A child loves the spectacular, and all the more if it be itself a part of the spectacle, but the excitement of public display is mischievous and distracting. A craving for publicity—craving for notice, a thoroughly unhealthful self-consciousness is awakened in the child, and that simplicity and serenity which is the beauty of childhood is destroyed. I may be a hopeless conservative, but I believe much of the pertness, conceit and lack of reverence or respect on the part of children today may fairly be attributed to this perpetual thrusting them forward and bringing them into notice for the amusement of their elders, and to minister to the vanity of parents. In the home we allow them to ape the dissipations of society, to become exhausted by late hours and all the follies of an artificial life. If the home lends itself to this fevered existence, it cannot well bar its children from it, but the hope of a stronger and more normal generation to come lies in the possibility that a wiser generation of fathers and mothers may bar the gates of Eden *within*, before the flaming sword bars them *without*.

XVIII

SCHOOL CREDIT FOR HOME INDUSTRIAL WORK

A WAY TO UNITE SCHOOL AND HOME

L. R. ALDERMAN

State Superintendent of Public Instruction, Portland, Ore.



WHEN I arrived at the town of about two thousand people where I had been engaged to teach, the chairman of the school board accompanied me to the schoolhouse, on the Friday before my new school was to open. Among the other bits of advice he gave me was that one particular boy should be expelled, upon the first provocation. The boy had given trouble the year before, and should not be allowed to contaminate the whole school. He had stolen things and had been in a street fight. For two years running he had been expelled at the beginning of school. The boy's father and mother were good people, but they had no control over the boy.

How the
suggestion
came

This was not very encouraging to me, as I had not had such an experience before, in fact had never taught in a town so large; but during my vacation, I had read "Jean Mitchell's School," and I remembered Jean Mitchell had scrubbed her schoolroom. I had noticed on the Friday before that the schoolroom had not been scrubbed, nor the windows cleaned, so I said after the morning recess, "How many of you would be willing to help scrub out the schoolroom this afternoon? As this is to be our home for

the year, we want it clean." All seemed willing to help, and this boy threw up his head, and took a good look at me as if he thought I had some little glimmer of intelligence. The pupils were to bring brooms, mops and pails from home. Harry brought a broom and mop, and a package of gold dust, almost full, which he had stolen from his mother. He scrubbed harder than any other boy in the school. He seemed to be a leader when it came to doing things with his hands. I was much delighted to see in him a willingness to help. I found out that he was totally lost when it came to studying grammar and fractions. These were not in his line, and unless the school took into account some active work it could not reach Harry. We had no manual training in the school, but we had football, baseball, and gardening. In all of these he excelled. I became convinced that in order to reach a boy like Harry, the school would have to broaden out, and give credit for his activities.

Next year in high school there was a girl who had a great deal of time to run the streets. I would see her going to the postoffice and to the train every day. She hardly ever had her lessons. I clearly saw I was not reaching her. She was a large, healthy, good-looking, happy-go-lucky girl. Going home one night from school with one of the teachers, I was told that Mary's mother was coming down the street. As I felt she and I had a big job on our hands, I wanted to meet her. So I crossed the street, and came face to face with her. I saw in the face of the faded little woman signs of one of life's tragedies that we see so often in overworked disappointed mothers. Her daughter had broken away from home influences. I realized that Mary was as cruel as the Spartan boy she and I had read about in history, who had been

taught to slap his mother in the face that he might be hardened for battle.

This was her first year in high school. I realized that the nebular hypothesis and quadratic equations could not reach the real Mary, nor the real Harry, who was also in this school. That evening I thought it all over, planning how I could come to the aid of Mary's mother. The next morning before the algebra class I said, "How many of you girls swept a floor or made a bed before coming to school?" Some hands, not Mary's. "How many of you helped get breakfast this morning?" Some hands, not Mary's. "How many helped get supper last night?" Some hands, not Mary's. "None of you need to be told that the best friend you have or ever will have, perhaps, is your mother. Let us see what we can do to show our appreciation of our parents." I was struck with the real interest the class showed.

"Tomorrow," I said, "I am going to give you ten problems. Five will be in the book, and the other five will be out of the book. The five out of the book will be: (1) help get supper tonight; (2) help do the supper dishes; (3) help get breakfast; (4) sweep a floor; (5) make a bed." I also gave certain duties to the boys. I said, "These tasks are going to count the same as algebra problems."

The next morning I was delighted to see the eagerness with which they responded; they had worked the five problems in the book and the five problems out of the book. Mary continued holding up her hand after I had asked how many had worked all the problems. I said, "Mary, what is the matter with your hand?" She said she had worked five problems in advance in the book. I had never associated the working of problems in advance with Mary.

The tasks were changed during the year. We had at different times credit given for home work, the same as for school work. During a discussion at an institute meeting, a very good principal asked me, "If we give credit in algebra for home duties, what will become of the algebra?" I never have been able to answer his question.

One day as I was visiting a country school, I saw a boy taking up a collection in his hat. I was told they were taking this up to buy popcorn, as one of the boys was going to town Saturday. I asked why they did not grow their own popcorn. I knew it would grow there, for I was born and raised in that part of the country. I told them I would give five dollars to the boy or girl who could raise the best popcorn that year. This seemed to interest them.

I asked how many had raised watermelons. I was told nobody did, for the boys in the neighborhood were so bad about stealing them. I asked, "If everybody were raising watermelons who would there be to steal them?" All you have to do to get a grin the full width of a child's face is to mention watermelons.

Going home that night in my buggy some ten miles, I concluded we would have a school fair and give prizes for watermelons and muskmelons. When talking it over with my wife that night, we added vegetables, jellies, bread, canned fruit, and sewing to the list for which prizes should be given at the fair. A trip down one side of the business street, and up another, and I had all the prizes I needed to advertise the fair in the fall. It was not long before a father brought his boy to the office to learn more about the contest. The father patted the boy on his head, and said, "John has a garden. He has pumpkins as big as a bushel basket." How John's eyes

sparkled at the praise of his father! They went out and got into the wagon, and I could imagine the conversation John and his father had on the way home. It seemed worth while for us to go into home work and give some credit for it.

The fair was a great success, and it has grown with every year. This last year, its seventh, there were four thousand exhibits. The crowd was the largest that ever gathered at the county seat.

The first year of the fair I heard high school girls say as they looked at the long rows of bread, "I am going to learn to make bread." As they looked at the rows of ruby and amber jellies, "I am going to learn to make jelly." I had mothers call me in as I drove past their homes, to show me the sewing of their daughters. We had a larger attendance at our parents' meetings after the fair was started. It became evident that we must co-operate along the line of the activities of the child, if we wished to secure the co-operation of the parents. They could not co-operate along the line of decimal fractions, infinitives and participles.

People I had not known were interested in education at all would comment upon the interest the children in the neighborhood were taking in things. In order to raise better products they had to read bulletins. It created a real interest upon which the teachers could build in educational progress.

I was next elected city superintendent of a city of about ten thousand people, and found the children were just as eager for activity as they were in the smaller towns in the country. We had school gardens for the seventh and eighth grades, and did the work during school time, on the condition that the children would keep up their school work. This they did for

Results

the sake of working in the gardens. Certain teachers were willing to take into account home activities in the school. We had sewing taught. We had a bread day. Hundreds of people came to see the loaves of bread the children were able to make under the guidance of their mothers. We had bird-house day. Nearly five hundred birdhouses, some of them wonderfully made, were exhibited by children who had learned from their fathers how to handle a hammer, and how to saw off the end of a board.

I have heard teachers say that it is too bad the schools do not have accommodations for industrial work, but every girl lives in a place where there is a stove and cooking utensils. Every country or small-town boy lives where there is a saw, a hammer, and an ax.

If every school will furnish the child with a desire to make something, he will surprise you with his ability to make it. If you can create a desire in a girl to make an apron, or a dress, or a skirt, she will find some one to show her how to make it.

And I have seen the enthusiasm of pupils in school where the school credit for home work was made an important feature. Where there were three such schools in Oregon in the spring of 1912, there are hundreds this year. Some give credit for home work as for studies, and use the home work marks in averaging up the total standings. Others make a contest of it, giving holidays or other rewards.

I knew a teacher who, when asked what she taught, answered, "Boys and girls," and she meant the whole boy and the whole girl, the activities out of school as well as the activities in school. I know another teacher, the whole content of whose answer was that she taught, arithmetic, reading, writing and spelling.

It seems to me it is worth while to find some common ground upon which the parent and teacher can co-operate. It seems to me this common ground is along the line of habit-building by means of the activities of the child.

What really counts in school or out is what habits are being established. Facts, formulæ, and rules will be forgotten. But the habits which are formed are woven into the character. The child that does not have a habit of industry established by the time he is sixteen or eighteen is very apt to become a parasite.

There are many children who go through our schools, who, being naturally bright, do not find it necessary to become industrious. They get their lessons through hearing the other pupils, or from the questions asked, or by a few glimpses at the book. In life they are going to need bodily industry as well as mental industry. The habit of being industrious will be of untold value to them. In my opinion, the giving of school credits for home work is like opening great reservoirs of power which, as yet, have scarcely been tapped.

But one says: "How can it be brought about? How can the school give credit for industrial work done at home?" This may be accomplished by printed slips asking the home to take account of the work that the child does at home under the instruction of the home, and explaining that credit will be given this work on the school record. These slips must be prepared for children according to age so that the child will not be asked to do too much, for it must be clearly recognized that children must have time for real play. The required tasks must not be too arduous, yet they must be real tasks. They must not be tasks that will put extra work on parents ex-

cept in the matter of instruction and observation. They may well call for the care of animals, and should include garden work for both boys and girls. Credit in school for home industrial work (with the parents' consent) should count as much as any one study in school. To add interest to the work, exhibitions should be given at stated times so that all may learn from each other and the best be the model for all.

How the
credits are
given

A. I. O'Reilly, a young man who is just completing his third year at the Spring Valley school, a country district in Polk County, determined in September (1911) to test the plan of giving credit to his pupils for the work they did at home. He went to his directors, and secured their promise to give money from the general school funds to be awarded to the pupils earning the most credit in a home-work contest. He then proceeded to work out his plans, the contest idea in bringing about the results, being original with him.

The duties for which home credit is offered on Mr. O'Reilly's credit schedule are these: Building fire in the morning, 5 minutes; milking a cow, 5 minutes; cleaning out the barn, 10 minutes; splitting and carrying in wood (12 hours' supply), 10 minutes; turning cream separator, 10 minutes; cleaning horse (each horse), 10 minutes; gathering eggs, 10 minutes; feeding chickens, 5 minutes; feeding pigs, 5 minutes; feeding horse, 5 minutes; feeding cows, 5 minutes; churning butter, 10 minutes; making butter, 10 minutes; blacking stove, 5 minutes; making and baking bread, 1 hour; making biscuits, 10 minutes; preparing the breakfast for family, 30 minutes; preparing supper for family, 30 minutes; washing and wiping dishes (one meal), 15 minutes; sweeping floor, 5 minutes; dusting furniture (rugs, etc., one

room), 5 minutes; scrubbing floor, 20 minutes; making beds (must be made after school), each bed 5 minutes; washing, ironing and starching own clothes that are worn at school (each week) 2 hours; bathing (each bath), 30 minutes; arriving at school with clean hands, face, teeth, and nails, and with hair combed, 10 minutes; practicing music lesson (for 30 minutes), 10 minutes; retiring on or before 9 o'clock, 5 minutes; bathing and dressing baby, 10 minutes; sleeping with window boards in bedroom (each night), 5 minutes; other work not listed, reasonable credit. The conditions and rules of the home credit contest are given here:

1. No pupil is obliged to enter the contest.
2. Any pupil entering is free to quit at any time, but if any one quits without good cause, all credits he or she may have earned will be forfeited.
3. Parent or guardian must send an itemized list (with signature affixed) to the teacher each morning. This list must contain the record of the work each child has done daily.
4. Each day teacher will issue a credit voucher to the pupil. This voucher will state the total number of minutes due the pupil each day for home work.
5. At the close of the contest pupils will return vouchers to teacher, the six pupils who have earned the greatest amount of time, per the vouchers, receiving awards.
6. Contest closes when term of school closes.
7. Once each month the names of the six pupils who are in the lead will be published in the county papers.
8. Ten per cent credit will be added to final examination results of all pupils (except eighth graders) who enter and continue in the contest.

9. When pupil has credits to the amount of one day earned, by surrender of the credits and proper application to teacher he may be granted a holiday, provided not more than one holiday may be granted to a pupil each month.

10. Forfeitures—Dropping out of contest without cause, all credits due; unexcused absence, all credits due; unexcused tardiness, 25 per cent off all credits due; less than 90 per cent in deportment for one month, 10 per cent off all credits due.

11. Awards—Three having highest credits, \$3 each; three having second highest, \$2 each. Awards to be placed in a savings bank to the credit of the pupil winning it. Funds for awards furnished by the school district board out of general fund.

All of Mr. O'Reilly's pupils, thirty-one in number, entered the contest with the vim and eagerness for which children are noted, and have faithfully kept up their home work throughout the year. The parents have co-operated by sending in the lists of work done by the children at home. Every morning Mr. O'Reilly receives these notes, which are usually written by the children and signed by the parents:

SAMPLES OF PARENTS' REPORTS

La Verne Holdredge, April 16, 1912		Min.
Fed chickens		5
Gathered eggs		15
Split kindling		10
Carried in wood.....		15
Swept four floors.....		20
Fed one horse.....		5
Dried dishes		15
In bed before 9:00.....		5
Total		90

Evangeline Jennings, April 16, 1912 Min.

Prepared supper	30
Washed and dried dishes.....	15
Gathered eggs	15
Fed the chickens.....	5
Put separator together.....	10
Turned separator	10
Made one bed.....	5
Cleaned my teeth.....	10
Retired before 9:00.....	5
Total	105

“To the question, ‘Does this work interfere with the work of the school?’ a teacher pointed to the record of the school in a spelling contest that is being conducted in this county and read ‘100 per cent for this month, 98.12 per cent for last’ and said, ‘No, I find that the children have taken more interest in their school work and are making more progress than before.’ ”

What the
teachers say

It is the universal testimony of the parents in this district that the children are co-operating with them, and becoming interested in their home as never before. One mother said that it seemed that her duties were reduced by half, and that the children were eager to do more, for more work meant more school credit. Conditions are reversing themselves—instead of the parent saying, “You must do your chores or I shall punish you,” the child is asking, “Is there something more I can do this evening?”

What the
parents say

A teacher less original than Mr. O'Reilly might not have thought of starting a crusade in such a subtle way for better hygienic conditions by means of the school credit contest. But Mr. O'Reilly gives credit for sleeping with the window boards in, for

taking baths, caring for the nails, teeth and hair, and for being in bed by 9 o'clock. The result is that a finer, cleaner, brighter lot of children cannot be found in Oregon than in the Spring Valley district. The little girls are justly proud of the dresses that they wash and iron themselves, all of the children arrive at school in perfect order, and they receive credit for attending to their personal appearance.

The Ontario
school cards

E. B. Conklin, city superintendent of Ontario, and W. W. Wiley, city superintendent of Athena, have gotten out printed home-work cards. Mr. Conklin's card leaves space opposite each home duty for the grade obtained for the months beginning with February of this year till the close of the term. The regular school marks are offered: F, fair; P, poor; G, good; and E, excellent. These cards are sent home with the regular monthly report card. The parent is to grade and sign the card, returning it to the teacher. The duties on the card are: Sewing and mending, bread-making, general cooking, setting and serving table, washing and wiping dishes, washing and ironing, sweeping and making beds, mopping and care of kitchen, care of younger children, making fires, getting water, coal, kindling, etc., feeding stock or poultry, milking cows, barn or yard work, garden or field work, errands. This card also takes into consideration the character development of the child, and names the following to be graded by the parent: Cheerfulness, kindness, order and care of clothes, cleanliness, bathing, table manners, politeness, keeping temper, doing before told, care of language at home, off street, courtesy to parents, kindness to animals, care of playthings, home study, ambition to succeed.



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XIX

MATERIAL HELPS OFFERED TO PARENTS

MARY H. WEEKS



HOUSANDS of mothers' circles and parent-teacher associations in the United States and elsewhere are carrying out weekly or monthly programs which have, as their principal feature, some talk or paper presented by a member or by some expert student of the subject in hand. But experts are not always conveniently near, and many mothers either have not the time to prepare papers, or are so unaccustomed to doing it as to make it a task too great. To meet this condition the Congress offers (1) "Parents and Their Problems"; (2) a considerable number of loan papers, reports and pamphlets; (3) the "Child Welfare Magazine"; (4) the product of its Department of Education.

The general office of the Congress in Washington, D. C., carries on a Loan Paper section with a long list of quite excellent articles which it lends for three weeks. It also furnishes reports of annual conventions containing many first-class papers, and supplies a limited number of pamphlets on the care of children. The sums necessary to secure them are so small as to be almost a negligible quantity.

The Department of Education of the Congress has for its chairman, Dr. M. V. O'Shea, professor of the science of education in the University of Wisconsin, and his staff of assistants includes Mrs. Orville T. Bright, 6515 Harvard Ave., Chicago, Ill., vice-chairman; Miss Gertrude Van Hoesen, Chicago Univer-

Loan papers

The
department of
education

sity; Prof. A. Caswell Ellis, Houston, Texas; Prof. Wm. A. McKeever, Manhattan, Kansas; President H. L. Whitfield, Columbus, Miss.; President E. A. Fairchild, Durham, N. H.; Miss Naomi Norworthy, Columbia University; President Anna J. McKeag, Wilson College, Pa.; Prof. Charles McMurray, De Kalb, Ill.; Dr. Robert N. Wilson, Philadelphia, Pa.; Mrs. Mary D. Bradford, Kenosha, Wis.; Prof. Edward St. John, Hartford, Conn.; Prof. E. A. Kirkpatrick, Fitchburg, Mass.

To each of the monthly issues of the Child Welfare Magazine, this department furnishes at least one article on some phase of child training, which can be used as a basis for discussion in parents' meetings. Among the many excellent papers already furnished, may be mentioned E. A. Kirkpatrick's "Financial Management" and that on "Parents and Sons" by Dr. O'Shea, both of which have already been widely used for program purposes.

In a recent government bulletin on the parent-teacher work of the Congress, it is stated that this department hopes to create a lecture bureau and send out to the states, speakers trained in special phases of child development and parent work, thus enabling parents' circles to carry out under the direction of experts, a systematic study of the child and its needs.

XX

PARENTS AND THEIR SONS*

M. V. O'SHEA

Professor of the Science and Art of Education, State
University of Wisconsin



HE writer recently had a series of conferences with a father who is much worried over the conduct of his fifteen-year-old son. The father had little to say in favor of the boy, except that he was his own son, and he felt responsible for training him so that he would not be a discredit to the family, and so that he might be capable of supporting himself when he should arrive at manhood. The father is a self-made man. In his youth he worked on a farm, and earned by his own toil the money with which ultimately he secured a thorough college and professional education. His life has been a strenuous one; and he has all along keenly appreciated the need of economy of time, energy and money. In contrasting his son's conduct with his own when he was the boy's age, he pointed out to me that he always devoted his evenings to reading and study, even though he had labored diligently during the day. But his son, who is relieved of the necessity of working hard in any way, does not spend either his days or his evenings in activities which seem to the father to be worth while. So the father is convinced that the boy is wasting his time, that he does not appreciate his opportunities, and that he will

The father

*Furnished by the N. C. M. Department of Education to the Child Welfare Magazine.

Rebellion
against
training

grow to manhood an idle, incompetent person, not prepared to fill any useful place in the world.

The father and the mother alike have had a deep interest in the boy since he began to show a distinct individuality of his own. He is their only son, and they have been anxious, particularly of late, to train him up in the way he should go. Their own lives having been devoted to serious interests, they have for themselves established habits of application and faithfulness in the performance of all necessary duties, and they feel they have endeavored to develop by precept and example these qualities in their son. But he has been quite resistant to instruction of this sort. He has not taken kindly to his books either at home or at school. It has been a constant struggle on the part alike of teachers and of parents to get him to apply himself to any of his studies. He has fallen behind in his work in school, so that his father has been compelled to secure a tutor for him. He is passionately devoted to all sorts of games with boys, and he knows in detail the records of the leading baseball teams in the country. He is himself athletically inclined, and if he could have his way, he would spend all his time and energy on the athletic field.

The trait in the boy now which more than anything else distresses the parents is his lack of appreciation of what is being done for him. Both the father and the mother feel that he is sometimes disrespectful and even mean toward them and his only sister, though they say he is generous in his temperament, and outsiders seem to like him. If his mother asks him to perform a task he often refuses point blank to do it. He seems to enjoy hectoring his sister, and he never takes advantage of opportunities to be of service to her. When his father makes a direct

command he may carry it out perfunctorily, but he exhibits antagonism in all he does. The parents say that on account of his attitude the family is kept in an unhappy condition a good part of the time. There is unceasing conflict growing out of his resistance and unwillingness to adapt himself to the program which his parents wish him to pursue.

The father comes now to ask how this boy's disagreeable traits can be explained, and whether anything can be done for him to make him a respectful, appreciative and earnest individual. Questions similar to these are being asked by parents in every community in the country. The particular instance before us may be extreme in some of its features, but after all it is typical of cases to be found frequently in one's own environment. A recent inquiry among the parents of a western city considerably above the average in intelligence and general culture indicated that in a large proportion of households there is more or less tension between parents and their sons. The fathers especially are not satisfied with the conduct of their sons. The faults most frequently complained of are that the boys are not serious; that they waste their time; that they show little appreciation of the value of money, and that they care more for sport than they do for the important concerns of life. It would be within bounds to say that probably in the majority of homes, as one finds them in city and country alike, there arise tension and conflict when boys reach the age of thirteen or fourteen, and this conflict is mainly though not wholly between fathers and their sons.

What then is the cause of such a condition of affairs? Go over the history of any home in which there is a boy who is causing anxiety and tension and

**Tension
between
father and
son**

The causes

the chances are you will find that one cause of his non-conformity stands out more prominently than any other. Let us glance at the career of the special boy we have in hand, which is fairly typical of the lives of the majority of boys who live in the city. During early childhood this boy was under the care, to a considerable extent of nurses who had little knowledge of child nature and who felt no sense of responsibility for his future. Their chief concern was to earn their four dollars a week, which they could do by simply keeping the boy out of physical danger. They knew they would not be required to live with him when he was fifteen and beyond, and so they were not watchful of habits which he was developing as a child, and which would practically unfit him for adaptation to the program of his home when he became older. The parents acknowledge that as a child the boy was a genuine bully. He lorded it over his keepers, and they temporized and capitulated, seeking only to avoid present trouble.

In response to my questions the father confessed that his estimate of the competency of a nurse had been based largely upon her tact in avoiding conflicts with the boy, which simply meant that she had always to give into him and serve him in his bullying. The father excuses himself by saying that he wished the mother to have an opportunity to participate in the social life of the community, and he thought that a young child could be brought up by a reliable nurse very well anyway. He also acknowledged that he had been so busy in the practice of his profession that he saw but little of his boy when he was a child, though he was much interested in his development. The mother excuses herself by saying that she was compelled to adjust herself to the social demands of

the community as other women did, most of whom, in her station, had intrusted the care of their children to nurses. Here is seen one source of the present difficulty with the boy. He started out in life as a bully; and by the time his parents really began to take him in hand and to regard his actions as serious enough to claim their attention, he had practically got his attitude in respect to obedience, earnestness, and the like. Most children acquire their general attitudes toward the people and institutions and customs about them by the time they are ten or eleven. Of course, these attitudes can be changed sometimes, but it requires constant conflict for a long period in order to break up original tendencies and establish new and different ones. But not one parent in ten, even if he takes control of his child before he is ten, will go to work vigorously to uproot vicious habits and establish more useful ones. Nine out of every ten parents will temporize with a non-conforming boy. Mr. and Mrs. C—— did exactly that thing with their boy. They were distressed by his conduct, but they could not bring the matter of correcting it to a definite and final issue with him. They pleaded with him, and urged him, and complained and lectured to him, and tried to portray his future to him, but they never effectively resisted him in any of his wrong tendencies. Their discipline has served really to irritate him; the parents now see this clearly. His present meanness is due in considerable part to the constant nagging he has had from them the past few years; this has served to stir him up but not actually to change his habits; he has held to the course which he got well started in during his childhood.

One reason why the training of the boy has not been effective of late is because he is the only son.

The mother
shields the
boy

The mother has desired very much to spare him. She could not and cannot even now endure to see him uncomfortable, and so she has often taken sides with him as against his father when the latter has been inclined to use coercion to secure obedience and respect. Here appears another difficulty in child training—conflict between the father and the mother on account of the boy's conduct. The mother has tried to explain and to shield him and she has had a tendency to ascribe the boy's errors partly to the father's attitude. She says that, though meaning well in every way, the father now irritates the boy because of his impatient manner with him. She thinks her boy would have been better if he had been always treated with kindness, which is probably an almost universal superstition of the maternal heart. She acknowledges that he is now as mean to her with all her kindness as he is to his father, and meaner; but somehow she wants to find a way to excuse him, at least in part. The father, for his part, thinks the mother through her undue tenderness has failed to give the boy serious lessons, which would develop in him a just appreciation of the relative worth of things and of the necessity of conformity to reasonable law.

The danger in
shielding

The present writer thinks the father is mainly in the right in his position. In our modern life tenderness and sympathy are likely to issue in mere sentiment, which may shield an erring one, especially a child, from experiencing the natural consequences of his actions, so that he cannot learn vital lessons which will save him from a great deal of trouble in later years. All that we know of child nature endorses the view that serious lessons must be impressed early in order that conflict may be avoided as the individual

develops. Too great tenderness shown a child when he is hostile to rightful authority simply establishes in him attitudes which, as his range of contact with people increases, will alienate him from society and make his life a burden to himself and a source of contention among others. And the problem is growing constantly more serious among us because of the increasing complexity of our urban life. The more complex a child's life becomes, the greater is the danger that he will not acquire attitudes of respect for proper authority. The more a child is stimulated, the more his inherited tendencies strive for expression. The child who lives a simple life is more easily trained than the one who is in contact most of the time with people who excite him in a great variety of ways. Under such circumstances he tends to exert his own personality in resistance to or in domination of those who are stimulating him.

But what can be done for this boy we have been considering? To begin with, he should be placed amid new surroundings for a time. Every day that he remains in his home he grows more resistant and mean. He should be put into an environment which will make a deep impression upon him, and which will subdue his over-developed ego. What he needs above everything else now is to have aroused in him an attitude of regard for others. It is of chief importance that he should become impressed with the dignity and superiority of others. He has lost these attitudes absolutely, if he ever had them, for the members of his own family. He should at once be put under conditions where the observance of certain rules, not many rules but a few fundamental ones, is absolutely imperative. He needs to be taken out of an environment where sentiment is dominant, and

What can be
done?

put where, at every turn, he may see that conformity to proper authority is the absolutely essential requisite for his well-being. He does not need very much sympathy; a boy of this age despises those who are over-sympathetic toward him. He needs leadership. He needs to be placed with people who do things in a strong, positive way. He is not at all impressed with his father's achievements, or those of any one else in his family, which is a common attitude of boys in the pinfeather stage of development. This tendency is probably a provision of nature which is seen running through all animal life, for even in the lower species there is a tendency during what might be called adolescence to leave the parental roof and strike out into the world.

The restless,
disrespectful
age

Any observer of boys knows that frequently at fifteen or sixteen they feel their homes and even their native towns are too small for them, so they become restless and discontented and disrespectful toward their elders. This is quite natural, and the wise parent will regard it as a more or less inevitable event, and he will give his son an opportunity to try his wings. Later on the boy may come home and have a very different attitude toward everything and everyone there; but during the upheaval of the adolescent period he needs new associations which will command his respect and admiration. It would probably be of advantage in the majority of homes where there are boys if they could be sent away to a good school at twelve or thirteen. Perhaps with a majority of parents and sons, conflict begins to become serious as boys enter the adolescent epoch, and nothing but separation for a time will meet the situation. Then it will be far better for the boy to be put where he will readily fall into the learning and assimilative atti-

tude, instead of remaining at home growing constantly more disrespectful and mean. Sometimes parents, mothers especially, cannot endure to have their boys go among strangers, even though they are, themselves, in conflict with them much of the time at home. The maternal instinct in a case of this sort is certainly often a cause of harm. Nature intends that boys as they leave the childhood epoch shall go among strangers, and learn their ways and how they must adjust themselves to them, even if they experience some hard knocks in learning these lessons. The masculine nature requires a certain amount of vigorous treatment in order to develop it and refine it. To prevent boys from having such treatment must prove disastrous alike to the boys and to their parents.

XXI

CO-OPERATION BETWEEN CHURCH AND HOME

EDWARD P. ST. JOHN

Professor in the Hartford School of Religious Pedagogy

The present
situation



IN spite of the fact that historically and educationally the primacy of the home in moral and religious education is apparent, curiously enough, in our own day a change has come. The term "family altar," so familiar until a few years ago, was really significant of genetic relationship. Today, however, the phrase has an antiquated sound, and this is not due simply to the present tendency to substitute words that are less liable to lend themselves to cant, for the old biblical and ecclesiastical phrases that were so full of meaning to our fathers. There has been a real lessening of the sense of family responsibility for the religious education of the child, and there is less of direct effort to this end.

Few, I think, would doubt that this has been in very large measure due to the development of the Sunday school. Since the church has interested itself more largely in this method of training the young, and has carried the organization, method, and curriculum of the Sunday school to so advanced a point, the disposition of parents to turn over to this agency the work of religious education has greatly increased. By leaders who take the broadest views of the field and methods of religious education, this

unfortunate situation has been commonly recognized and deplored. One very youthful doctor of divinity said to the writer in so many words, "All that I ask of my people in the way of the religious education of their children is that they send them to me for instruction," but so far as the writer's experience goes he stands absolutely alone.

Surely the real function of the Sunday school is to supplement and not to supplant the influence of the home. To the children of the non-religious, its mission will be somewhat different. In England where the Sunday school originated as a distinctly missionary agency, that conception of its purpose has very largely persisted, and it has not been uncommon for leaders in Sunday school work to depend entirely upon home training for the religious education of their own children. Here it is primarily an agency of the church for the training of its own. Where it reaches out to influence the children of the unchurched, it can hardly fulfill its mission by mere substitution of its effort for that God-ordained, fundamental training which only the home can provide. Its best work would be to awaken in such homes something of the spirit of Christian parenthood, and to secure as far as may be under the circumstances that home influence that is of primary importance. At all events the opportunity to influence those who come from unchristian homes should not be made the occasion for bringing about a state of affairs in which the adolescent must commonly look for guidance in the most intimate and important crises of his moral and religious life to a Sunday school teacher rather than to his Christian parents.

If the two are to appear as rivals let us compare one with the other: The Sunday school begins its

The Sunday
school vs. the
home

work when the child is four or five years of age; the home begins with his first conscious experiences. The Sunday school must do its work in one short hour of the week; the home brings its direct influence to bear upon the child for at least fifty times as many hours. The Sunday school deals with lessons; the home with life itself. The Sunday school presents moral laws; the home forms habits. The Sunday school stimulates the formation of ideals; the home does it also, and determines choices as well.

One of the great sources of the influence of the home is in the tender relationships upon which it is based, the sweet associations that hallow its teachings, the deep and strong and vibrant feelings that give power to every impulse with which they are associated. Who can measure the influence of mother-love? Says Edward Howard Griggs, "If a teacher is usually far better trained for his profession than a parent, he can only stand in silent awe before the patience, tenderness, and self-forgetfulness a mother characteristically shows."

When these two most valuable of all educational institutions of the church (for such the Christian home ought to be considered) have come into contact with each other, it has usually been in a very one-sided way. On the one hand, the home has gradually shifted its responsibilities to the Sunday school and has ceased from any thoughtfully planned effort for moral and religious training. On the other, the Sunday school has sought from the home aid in carrying on its own work. The cradle roll has been used as a means of preparing the way for attendance upon its sessions by the children as soon as they are old enough to enter the kindergarten classes. Through the home department it has sought to carry its les-

The lack of
co-operation
between
Sunday school
and home

sons into homes in order that those who cannot or will not go to the church may still be enlisted in its ranks. It has occasionally observed a parents' day for the purpose of arousing intelligent interest in its work. It has requested the parents to aid the children in the study of the lessons. That is to say, almost the entire effort toward co-operation of any kind has been to secure the aid of the parents in carrying on the work of the school.

This is all good, and it might well be extended. Remembering that the home training is of necessity informal in its character, we must provide for co-operation of that kind. The first step is, perhaps, to give the parents fuller information as to what the Sunday school is attempting to do for their children. Annual or quarterly parents' meetings afford some opportunity for this, but it is not specific enough. A farther step would be to supply with each of the graded lesson helps, a letter to the parents which would make definite suggestions as to co-operation in connection with that group of lessons. In case of the younger grades the letter might suggest forms of play, to be suggested by the parents to the children, in which they could live out the spirit of the lessons. It might suggest stories which would deepen the impressions made. Indeed, if the graded lessons assume something of permanent form there might be provided books of stories for home reading which would be definitely correlated with a year's lessons, and these might be furnished at as low a price as ten or fifteen cents.

In connection with lessons for the intermediate grades, it would surely be of the greatest value to point out to parents the new interests and impulses to which appeal is made in the lessons, to help them

to realize more fully the importance of the crises in moral and religious development that come in early adolescence, and especially to make it clear that certain lessons are selected and shaped with the aim of securing definite personal religious experiences.

Practically the only way in which the Sunday school has attempted to help the mothers and fathers to solve their own problems of moral and religious education has been in the occasional mothers' meetings which have been so few in number that it is not likely that they would average two a year in one per cent of the schools.

If we accept any such estimate of the relative value in moral and religious education of these two institutions as the preceding comparison implies, it is evident that there is great need of readjustment in their relations. In some way parents must be inspired and trained to take up their neglected work. No other agency can as readily effect such a change as the Sunday school itself.

The most effective work that is now being done with this end in view is accomplished by the mothers' clubs which have been organized chiefly through the influence of the National Congress of Mothers and its state auxiliaries. Besides this, some churches have maintained similar clubs or independent mothers' meetings which commonly gather from six to ten times a year. Such opportunities have been greatly appreciated by those who could make use of them, but they have been maintained with difficulty because they involve a new organization, an additional meeting, and considerable initiatory effort for which no one is responsible except as a volunteer leader and organizer in a new field—a position in the social system of the usual over-organized church which

What the
Sunday school
can do for
the home

appeals most strongly to those who are least fitted to fulfill the function.

The best solution of all these problems would seem to be to make the Sunday school—the recognized educational department of the church—responsible for the introduction and maintenance of classes of this kind, since it has the perfected machinery which is necessary for the initiation of such work on a very large scale and for its development to a degree of perfection far beyond anything that has yet been attempted in that line. The writer ventures to hope that there will be a recognition of the opportunity that is here afforded, and that it will result in the very general organization in the Sunday school of Parents' Departments, which would be co-ordinate with the home department, the teacher-training department, and other departments of the school. To begin such work it would only be necessary for the school to define the work of such a department and to elect as its superintendent some person who possesses enthusiasm for the work and some degree of executive ability, making that person responsible for the organization of such classes as the local conditions make desirable and possible.

The work would naturally begin with a class for young mothers, and would deal with the most obvious and immediate problems of moral education which they have to face. For a time this might suffice, but if such a course were conducted with any degree of success, there would certainly be a demand for its repetition with a new group of students, while some who had completed it would wish to go on to more advanced study of the same general subject. A development which might be expected would be the request for a class which would discuss the problems

of adolescence, which are almost wholly different from those that the parent meets in dealing with young children. A few years of study along the lines above indicated would surely awaken in many schools the desire, at least on the part of a few, to continue in a more scientific way the study of the more fundamental principles that are involved in child training. This would necessitate the formation of classes somewhat different from those above suggested. The writer has an imagination sufficiently active to picture still other classes made up of men who would gather from week to week to discuss the ways in which fathers can best fulfill their duties and meet their opportunities in shaping the characters of their adolescent sons. He believes that there are some fathers who would be stirred to enthusiasm for such work more readily than for the study of Hebrew history or of the development of the Christian church, and, without questioning the value of that kind of Bible study, he wonders if in such cases this might not be to the larger profit of both the individuals concerned and the community at large.

The teacher of
the parents'
class

The value of such a systematic attempt to guide home education is apparent, but certain practical difficulties at once suggest themselves. Apparently most formidable of all is that of securing a teacher who is competent to instruct such a class. Many would turn first to the pastor, but there are difficulties here. If he has no children the presumption is that he knows nothing about how those of others should be trained; if he has them, they serve as awful examples of his incompetence. Perhaps there is a kindergartner who, through study and experience, knows much of the training of the young child, but she has little knowledge of the specific problems of

home training, and the mothers give her credit for less than she has. Certain mothers are specially tactful and successful in the training of their own children, but their methods are not the only good ones, and indeed could not possibly be used by some others.

Such are some of the difficulties that one must face at the outset of such work, but they are less serious than they seem. It should be understood at once that willingness to give dogmatic instruction is the prime evidence of unfitness for the teacher's office in this department of Sunday school. That which is desirable is not so much formal teaching as tactful leadership. Thoughtful discussion and free expression of varying convictions and experiences, following the presentation of certain fundamental principles concerning which there can be little difference of opinion, is doubtless the ideal mode of conducting such a class. If the class were composed of grandmothers whose convictions were based on a lifetime of experience and had taken form in the long accustomed habits, it is doubtful that much change of opinion would result, nor would it be a matter to regret, for their children would have received their training long before; but mothers, and particularly the younger ones whose work is chiefly before them, are meeting real problems that must be solved, and are very ready to learn from those who do not repel by too great an assumption of wisdom and authority. Indeed, we may be sure that those who do not learn in this way, would not be moved by dogmatic assertions.

HOME ECONOMICS

XXII

SUGGESTIONS FOR WORK IN HOME ECONOMICS

ELLEN HOOVER THACHER

Chairman Department Home Economics for the National Congress of Mothers



EVERYTHING pertaining to the physical condition of the home is included in this department. It covers nutrition, sanitation, ventilation, clothing, shelter, sleep, bathing, exercise and cleanliness.

The scope

“The Lake Placid Conference considers that the chief basis of home economics is hygiene—all that makes for health; the right care of the body, its relation to nutrition, to exercise, to sleep, sanitation, ventilation, heating, lighting, water supply, disposal of household waste, pure food, preservation of food and proper food for adults, children, and invalids.”

“Economics” refers to consumption of time, energy, money; the study of the values of *everything* that enters into the home; the proper division of the income; buying and marketing; systems of work and household conveniences.

Mrs. Ellen H. Richards has said that right living is the fourth R. in education. This department is therefore intensely interested in that vocational training which covers domestic science, and most earnestly seeks to introduce cooking and sewing into *all* schools, beginning in the lowest grades. Many children leave school before the fifth grade and they need such

elementary instruction as can be given them before this time, even more than those who can continue in school for a longer period.

Domestic
science
valuable to
both boy and
girl

Many phases of domestic science are as valuable for the boy as for the girl, since both are to be home builders; for instance, a general understanding of the relation to the family health, of proper house location, plumbing, ventilation, and sanitation.

State aid for
domestic
science study

In many of our states, there are school laws which encourage the introduction of domestic science as a branch of study by duplicating sums of money raised by individual effort. In one state, if a community or a local branch of the National Congress of Mothers raises \$500.00 for the teaching of cooking and sewing, the state will add as much. One thousand dollars will carry on the work in small towns for a school session, and when the people are once convinced of the benefit of such lessons, they will readily give. While the state should eventually bear all the expenses of such studies, for the sake of demonstrating their usefulness, state chairmen of this department might suggest to local clubs, the advisability of making a study of state and town school laws bearing on this subject with a view to such additions to school courses.

A study of "Starving America," by Alfred W. McCann, makes it clear that we should be alive and at work in this department. The government bulletins are very necessary helps and may be gotten by sending to the Department of Agriculture, Washington, D. C.

What might
be done by
parent-teacher
associations

Chairmen in this department of parent-teacher associations might feel that they have contributed a real social service to their community, if they could place on the programs of their associations topics

relating to study of domestic science. Air and water are given so freely by our Heavenly Father, that many of us do not appreciate them as daily blessings either outside or in. We shut the night air out of our homes as if it were deadly, and we provide so few conveniences for the public drinking of water, that it is often much easier for a man to get a drink of a totally different kind.

“Cleanliness is next to Godliness” sounds so familiar that we need to teach this gospel to make it a living one, so that a thorough study of what real cleanliness means, would result in a surprising awakening.

Of late years, we have had so much instruction in the kinds and qualities of nutritious foods, that the other essentials of nutrition have been lost sight of, if ever fully recognized, and these need discussion to make them a part of the daily health régime. One phase of food nutrition has, however, not been properly studied by the majority of buyers. Most food tables place cereals high in the scale of food values, so that many housewives have rested in the consciousness of duty well done, when they have furnished cereals for breakfast. But we are learning that factory processes of putting the grain into various forms, often deprive it of a large part of the elements needed by the body, and therefore leave it poor in nutriment. Not all rice is all rice, having, for looks sake, been deprived of some essential parts. The same is true of certain varieties of corn and other grain preparations.

Where all is not what it seems, it behooves the home purveyors to use the information along these lines, often so freely provided by state boards of health, state agricultural colleges and the United States Department of Agriculture.

Cleanliness

Denuded
foods

Information
provided

Work of the
State Normal
School in
Westfield,
Mass.

An effective plan of campaign for pure food is suggested by the work of the department of chemistry in the State Normal School in Westfield, Massachusetts. By using for analysis in the laboratory materials bought in the town groceries, Westfield was transformed into a pure food town. Why could not any municipality use its public schools in the same way and bring the knowledge of denuded, impure, and unsafe preparations to the people in the quickest and most effective way, through the children? This would involve no extra work on the part of anyone, and the analysis of a flavoring extract is as educative as the analysis of any other chemical substance not apparently connected with daily living.

The pure food
show of the
New Haven
Mothers' Club

*"The Mothers' Club of New Haven, Connecticut, carried on a pure food show which is said to have reformed many groceries. It taught the people the difference between legally pure and really pure food. 'In advance of the law' was the motto of the exposition. 'Anyone can trail. Few can lead.' One purpose was to show the public who the leaders were.

"The food show was a little oasis in the desert of adulteration. Here the mother could procure foods of unquestioned purity and quality. Here the careful purchaser was taught that these foods were the least expensive ones on the market. One concern exhibited pure pork sausage, free from cereal, and containing only enough added water to make the mixture workable. In a nearby local market sausage could be purchased for two-thirds the price of the product within the food fair. Yet these latter kinds, owing to their large amount of added cracker crumbs or other cereal, actually cost the consumer forty per cent more than the pure product.

*This account is used by permission of Colliers National Weekly.

"It was also shown that whatever of good there may remain in our emasculated food and drugs act, the real protection of the consumer lies with the honest manufacturer, the man who packs principle with his peas. 'Let the Label Tell' is a good slogan. 'Let the Label Tell the Truth' is a better one. In the display of adulterated and misbranded food products was a box of orangeade sugar, whose label bore this interesting misinformation: 'A compound of pure, refined sugar, colored, acidulated, and flavored with the purest and best orange product.' Chemical analysis showed it to be a mixture of sugar, organic acids, and coal-tar dye, without a trace of any known 'orange product.' Yet this lying label bore the phrase which has misled many a careful housewife: 'Guaranteed under Food and Drugs Act.' This display also showed several samples of so-called diabetic flour, which proved to be ordinary flour with the price increased several hundred per cent.

"There was the customary array of articles whose purity was misstated in boldface type and whose impurity was told of in microscopic letters. It is a time-worn dodge of the food juggler to lie in large letters and to tell the truth in small ones.

"The struggle in Connecticut for pure foods is being conducted by the State Agricultural Experiment Station in New Haven, under the direction of Chemist John P. Street, in a manner to command universal commendation. After an examination of the exhibit of adulterated and misbranded food products collected in the state, one turned with a sigh of relief to booth after booth of clean products of quality.

"Never before in the history of food production have there been so many different lines of unquestioned quality, so many different firms who refuse

absolutely to use any of the legalized drugs and colors. These firms appreciate that to win they must not put out a line that is 'almost' pure. The paying days of the 'near' pure food line are past. As illustrative of this may be cited the case of a firm now prominent in the ranks of fighters for quality, purity and weight. At one exposition, several of the products of this company were prominently displayed among misbranded, adulterated, and short-weight articles. They were bad in every sense of the word. The lecturer took occasion to draw attention to them and made several pertinent comments as the case deserved.

"One afternoon a manager of the firm stood in the crowd and listened to the public exposure of his goods. He was overcome with surprise and chagrin. Instantly an inspiration came to him. 'Here is where we get off,' he said. 'From this time on our goods shall be second to none in point of purity, quality, and weight.' Orders were immediately issued from the central office, a general housecleaning was instituted and today the advocate of the pure food movement can find no point of adverse criticism of the products."

A possible
smaller work

What the New Haven Mothers' club did, any other mothers' club or club council could do for its homes. Small clubs can study conditions and needs, and larger bodies can carry out the public work. Not all can have a state experiment station at hand to help, but city pure food experts and city schools could serve the purpose.

DEPARTMENT OF MARRIAGE SANCTITY

XXIII

THE LAW OF MONOGAMY

CORINNE E. ALLEN

Chairman of the Department of Marriage Sanctity, N. C. M.



HE foundation principle of sex morality is the law of monogamous marriage. Under normal human conditions this law is so instinctive that it does not need to be insisted upon, and scarcely needs to be formulated. Uncorrupted man knows that monogamy is the only form of marriage that will satisfy the human sexual instinct, adequately provide for the welfare of children, and perpetuate harmonious family life. Those who understand and live according to the monogamic law are not troubled with the question of the social evil. There are no illegitimate children among them. The diseases which afflict the sensual are eliminated. It has been estimated that ninety per cent of the diseases which afflict mankind are the result of promiscuous sexual relations. In a strictly monogamous community the majority of the people will be sound of body and of mind, and the problem of eugenics will be solved without agitation or legislation. Such communities have existed in the past and can be found at the present time, in spite of the increase of sensuality in the cities and towns.

In America a majority of the people are monogamous in thought and habit. The law of the land, which is crystallized opinion, is distinctly monoga-

The
foundation
principle of
sex morality

mous, in spite of loose divorce regulations in some states.

Meaning of
monogamy

The law of monogamy is the right of each individual to a sexual mate, one and one only. The law of chastity is a corollary of this law. A man or a woman is dedicated to his future mate before and after marriage. Should no marriage take place, fealty is kept to the marriage ideal. Once mated, two people can never be actually unmated, for the union is irrevocable.

The law of chastity is the very foundation of Christian civilization. Women are free to engage in occupations outside the home, because the law of chastity is well established among the working classes. Millions of men work side by side with women, without a look or an act infringing upon the law of chastity. In polygamous countries wives must be watched and guarded against themselves and other men. The principle of mating with one and one only, is an absolute protection against sensual temptation from without or within.

An essential
quality of
chastity

An essential quality of the law of chastity is a feeling of personal privacy with respect to sex relations. Prudery is an exaggerated form of this quality, and must be avoided. But, on the other hand, sex questions are not to be approached in the same manner as other topics. Those who say that the subject of sex functions should be made as ordinary as the subject of diet, have lost the primary element of chastity. The relation of marriage is so distinctly a matter belonging to the two who are mated, that the discussion of sex experiences must not receive public treatment. For this reason the teaching of sex hygiene should not be put into the hands of careless teachers. For the most part the teaching of sex hygiene is strictly a family duty.

It is the feeling of innate chastity which makes good men and women recoil with repugnance from contact with sensualists. A normal man or woman has a similar feeling of horror at self-mutilations. Good women have been often reproached for instinctively avoiding prostitutes. But it is better for good women to follow this instinct in this particular, if they are not so situated that they can help to rescue their sisters from evil conditions. Medical science has taught us that there is an ever present danger from contagion, in contact with sexual offenders.

No kind of vice was more severely denounced by Christ than the breaking of the law of monogamy. That he could overcome his natural human repulsion and offer hope to a prostitute, is the supreme triumph of the religion He brought to the world. But it must never be forgotten that he said to the prostitute, "Go and sin no more."

At the present time there is a distinct effort to break down the monogamous marriage relation, and substitute other forms of sexual mating, tending toward the promiscuity of the domesticated animals. There has ever been a tendency in human history for men to mistake their degenerate tendencies for normality. The long vogue of human sacrifice on the altar of false religion, is an example of such human blundering. So, in the present day, sensually inclined men and women find an excuse for degeneracy by attacking the validity of the law which hampers them.

Those who understand the permanent nature of the monogamous law are too secure in the supposed impregnability of their position. The enemies of normal human marriage are aggressive and powerful. Pseudo scientists, pseudo philosophers, writers

The present
effort against
monogamy

of fiction, discoverers of new religions are all expressing themselves in endless discussion on the subject of marriage. The very brevity with which the law of monogamy can be stated is almost an argument against it in the present day, for any belief capable of unlimited discursiveness is sure to find adherents.

No middle
law

The excuse of "holding the mirror up to nature" will not relieve modern writers of fiction from responsibility for the spread of sensuality. There can be no middle or impartial judgment on this law of sex, and those who have lost the instinctive recoil from sensuality are not those whose ideas are worthy of consideration. Just as the infection of venereal disease is communicated by contact, moral infection is conveyed by living with sensual characters in the world of fiction.

The work of
the govern-
ment for
monogamy

The government of the United States is doing heroic work for the institution of monogamy, in many lines. The white slave traffic is feeling the effects of efficient government opposition. Obscene matter is excluded from the mails. The causes of divorce are receiving expert attention, and uniform marriage laws will soon be framed. These efforts are highly commendable, but one more task of huge dimensions must be assumed by the government.

Federal pronouncement against polygamy is an absolute necessity; Federal prohibition of polygamous teaching, as well as polygamous practice, must become the law of the land, through a constitutional amendment, forever constituting the United States a strictly monogamous nation.*

*For authority for the theory of instinctive or natural monogamy, read *Social Institutions*, by Denton J. Snider.

WHAT DR. WOODS HUTCHINSON SAYS OF MONOGAMY

The following letter from Dr. Woods Hutchinson, puts the whole matter of monogamous instinct in a nutshell:

What Dr. Woods Hutchinson says of monogamy

My Dear Mrs. Allen:

Nov. 27, 1912.

I am very glad that you found my former reference on monogamy as the primitive form of marriage of use to you. I should be glad to have you quote me as saying that, in my judgment, there can be little question that monogamy was not merely the primitive human form of marriage, but is also far older than the human race, having probably been the form of mating of our pre-human ancestors for hundreds of thousands of years before man appeared upon earth.

Their nearest living allies and representatives today, the anthropoid apes, and indeed many of the higher monkeys, are strictly monogamous in their habits, their matings lasting through life.

Many of the birds also mate for life, and in fact, it may be said that the general form of mating which prevails throughout the entire animal kingdom is that of a union which lasts until the offsprings have been trained and reared to an age when they are able to care for themselves. In fact, it is this consideration, probably, which has made human matings practically for life, on account of the long period of infancy and minority of the young of the human species.

Polygamy, instead of the rule, is a comparatively rare exception, both among the birds and animals, as well as among men. There never was any race of men in which more than five per cent of the community were polygamous.

Yours sincerely,

WOODS HUTCHINSON.

XXIV

HOW SHALL WE SOLVE THE DIVORCE PROBLEM?

HANNAH K. SCHOFF

President of the National Congress of Mothers

The vow at
the altar

“ OR richer for poorer, for better for worse, in sickness and health, until death us do part” is the vow made at the altar, when man and woman stand together, and before God make this solemn pledge. The vow is not “We will live together as long as it is mutually agreeable, as long as life runs smoothly.” It is “for better for worse,” and there is a deep vital reason for the binding nature of the marriage tie. The very foundations of society rest on its permanence, purity and sanctity. It is a contract made before God, a sacrament, involving interests far beyond the man and woman directly concerned, who so often take the sacred vow with little conception of its real meaning, and with no thought beyond themselves.

Where the
solution lies

A state or nation which trains its children to pure high ideals of marriage, its holiness and sacredness, will not be troubled with frequent divorces. *When young men and women are taught that social or pecuniary reasons should have no influence, but that unselfish love, which is willing to sacrifice, suffer and bear the trials that inevitably come into all lives, is the only justification for marriage, we shall have fewer divorces and many happier marriages.*

True marriage

True marriage is from heaven. It is the highest,

richest gift God has given to man, and blessed are those who experience its joy and peace and blessing. In the home where love dwells, where little children come to develop all that is best in father and mother, and who in turn are there nurtured and trained for a life of usefulness, and educated in the laws of God and man, we have true heavenly order. Marriage in its truest, highest sense can never be attained without a recognition that it is holy and from the Lord. It means the development of character, the building of man and woman into oneness, a unity, a spiritual growth which a lifetime only can accomplish.

Faults and failings will be found in all human beings, but if in the conception of the marriage relation there is the idea that to help each other lovingly, faithfully, devotedly in the path to heaven, would not the very fact of the fault which is often the cause of separation now be a reason for even truer devotion? Life on earth is the school God provides for all His children, and to each one comes the discipline which will best develop character. Spiritual growth and progress are often the fruit of sorrow and affliction. Happiness sought as an end never is attained, but comes to those who unselfishly, patiently and lovingly live and work together. Suppose, for you, marriage has not come up to the ideals you held. For the sake of the children who belong equally to father and mother, for the sake of society, which is always the sufferer when husband and wife separate, in remembrance of the binding vow made before God, will you not accept and bear the cross, which rests so heavily under circumstances, and still faithfully, dutifully, fulfill the vow? The Bible, our guide in life, is here, too, the guide to recognize and obey. *No individual, state or nation can afford to ignore God-given laws,*

Failure to
reach the
ideal not just
ground for
separation

or to fall below the standards of life given for our guidance in a book recognized by Christian people as the guide to life.

The guide to
life

Duty comes before all else, and duty to children and the community demands that homes should not be broken up, merely because the marriage is not entirely happy. The results of such disruption of the home are disastrous. The harm to the children is irreparable, and the influence on society is demoralizing. Parents should inculcate in the minds of their boys and girls the idea that a pure, true marriage, where there is mutual love and respect, is greatly to be desired, but that marriage for wealth, position, or any external reason is wrong. While marriage entered into from the right motives brings ever-increasing peace and happiness, yet without a love and devotion which will stand the strain and stress of daily association, disappointment, emptiness and misery will surely result. How few parents ever discuss the subject with their children! How many there are who look more at outside things than at the sterling qualities which are of so much more importance in a union which may bring greatest happiness or deepest misery. *Little wonder is it that with the low, thoughtless motives which so often govern those who marry there should be many divorces.*

Causes of
divorce

The causes of divorce lie far back of the day when the divorce is granted, and to effectively deal with the matter, we must trace the causes and work to remove them. The education of public opinion to truer conceptions of marriage will be one effective means of reducing the number of divorces. Some churches make the instruction in the sacredness of marriage so strong, that divorces are almost unknown

among their members. Every church should take a strong stand on that, and not solemnize marriage of divorced persons unless for reasons given in Holy Writ. In the homes of the people, definite high ideals of marriage must be taught. It should be held as a subject too sacred for silly jest or trifling, yet a subject which must not be ignored in the education of youth. *Frank, open conversation between parents and children would prevent many an attachment which derives its attraction from the mystery and secrecy connected with it.*

By the laws of our republic, each state makes its own laws, therefore, it would be following an established custom of our country to work in each state for the passage of laws regulating marriage and divorce. Society must be protected, and children must be protected from the evils which result from the ease with which homes may be broken up and new ties formed. A presentation of the facts may interest men and women in different states to secure the passage of laws which will consider the good of the many, rather than the happiness or unhappiness of the few. Commissions might be formed in each state to study existing conditions and these state commissions might meet and agree on a uniform law, which should be presented to each state legislature.

It would certainly be most unwise to make it unlawful for anyone to marry until twenty-five. No hard and fast rule can be made about that—but if boys and girls are occupied in earnest study and healthful recreation, and parents have their confidence, they will be less apt to take this great step in life before they really grasp its import. A man should not marry without means of support, but it is an evil of the present time that usually far more

Laws

No rule as to
marriageable
age

is expected of him than is necessary. The happiest marriages begin with simple living, small means and mutual love and helpfulness, with the willingness to work together and rise together.

But one
legitimate
cause for
divorce

The only cause for divorce is given in God's words when He said: "Whosoever shall put away his wife, except it be for fornication, and shall marry another, committeth adultery: and whoso marrieth her which is put away doth commit adultery." For other reasons there may be separation, but not remarriage.

Why?

Marriage presupposes home and children. What would that home be if the wife and mother must go out each day to work as the husband does? What care and education would the children have? God gave the children to the mother's special care, and the true mother will hold that as her first and most important work. There are cases where she may have to be the breadwinner, but they are the exception. If the wife does her part in the home, in the wise expenditure of the income, and the care of husband and children, she is surely self-supporting, and can do far more for her husband's happiness than by trying to do outside work. The wife and mother is needed in the home. Her work there is what no one else can do, for the lessons of life for the little ones must come from her. Her love and her care should be with them as an atmosphere.

She should conform to her husband's income, and feel it her delight to make it go as far as possible, and he should recognize that in the performance of her duties as wife and mother she is entitled to a share of the earnings, for she, too, works, though in a different way.

No man lives unto himself. We are all parts of the larger humanity, and unless each one does his

"No man
lives to him-
self alone"

duty in his place, the whole community is disturbed. No element is more disturbing, more degrading than sensuality and a loose moral code, which are inevitably nurtured by our divorce laws.

The principle of the marriage of one man to one woman and the enduring relation of such marriage are essential to our progress spiritually, as well as in our relations to others. *When public opinion makes it a disgrace to sever the marriage tie, when the same standards of morality are expected of men and women, when our children are educated as they should be, and our marriage and divorce laws are regulated by the standards of God, then, and not till then, shall we be relieved of the harrowing scenes, the bitter grief and pain that may be witnessed when husband and wife, who have separated, are each one pleading for the care of the children. Then, and not till then, shall we cease to have helpless, innocent children left worse than orphans, with moral sense blunted, and hearts torn with the conflict of those who should be their mutual guardians and caretakers.*

Monogamy
essential

It is selfish and cowardly for man or woman, for any but the gravest reasons, to separate or seek divorce. Few are the marriages where there are not some unhappy hours, some disagreements bravely met, with the determination to be loving and helpful and true in thought and act, to have no concealments from each other, few are the cases where the road will not again be smooth. Mutual respect and confidence will surely come when faithfully, devotedly, prayerfully, the marriage vow is carried out, through dark and troubled days as truly as in sunny ones. No two lives adjust themselves into one without differences, but there should be no thought of the possibility of separation. Never, even in jest, should it

Divorce
usually selfish
and cowardly

be mentioned, and if the laws of the land prohibited marriage to another after separation or divorce, it would make a vast difference in the number of divorces.

The increasing ease with which divorces are obtained for the most trivial reasons, the lax social feeling, which counts it no disgrace, must be regarded by all thinking people as a grave menace to our nation. Whatever undermines the permanence and stability of the home saps the heart of the national life. It is, therefore, of the utmost importance that each state in our Union should enact wise laws regulating marriage and divorce.

XXV

"I WANT 'UM BOFE"

EDGAR P. ALLEN

Editorial Writer for the Kansas City Journal



FROM the sobbing heart of a little child comes a mighty sermon on divorce, of more appealing force than any learned discourse from pen or pulpit. The seven-year-old daughter was confronted with the tragedy of parental separation. Her mother and father were to be divorced and the little girl was asked with which parent she wished to live. Unable to understand the terrible crisis that had come into her young life, she tearfully said: "I want 'um bofe."

What plea could be more compelling than these childish words? What master of language could paint the picture with more forceful simplicity? Little Virginia did not know what it was all about; she did not understand the mysteries of the law that was about to disrupt her home and send her out into the world bereft of half her natural right. But she clung impartially to both father and mother and her tender plea, "I want 'um bofe," ought to have melted and reunited their estranged hearts.

Right here is the meat of the whole divorce question. The right of children is of more importance than the satisfying of parents' pique or the coddling of incompatibility. Perhaps the father and mother of this child considered that they had good reasons for the separation. There may have been irreconcil-

able domestic differences. But what about little Virginia? Where were her rights and who stood before the bar of justice to represent her? Fortunately our courts are taking children into consideration more and more. Little Virginia's rights will not be ignored by a worthy and humane judge. Her woe is as deep and her sorrows as poignant as those of either her father or her mother, and the fact that little Virginia loved "bofe" of her parents indicates that neither could be hopelessly bad. Indeed, this is weighty evidence that the home life of the family was not beyond redemption. Those who brought this little one into the world are responsible for her happiness. They must answer to a tribunal higher than any earthly court. Could not the loving arms of little Virginia bring these two hearts together again? It would be well worth a test.

XXVI

EDUCATION AS A PREVENTIVE OF DIVORCE

MARGUERITE O. B. WILKINSON



AT this time, when the question of legislation on divorce is being discussed not only by statesmen and clergy, but also by many of the interested laity, it seems appropriate to inquire what divorce essentially is—whether it is, in and of itself, a social disease, a cure for a social disease, or a symptomatic resultant of more grave disorders. If we decide that divorce is, in itself, the evil, then we should expect to find a maximum of morality and happiness where there is a minimum of divorce. There are a few superficial observers ready to make this claim. But those who have to look below the surface of things have become suspicious of this conclusion and have been forced to believe that there is probably as much marital unhappiness without divorce as with it, and as flagrant violations of the moral law. But without divorce such unhappiness and such violations are more discreetly veiled than is possible when relief may be sought in court.

What divorce
is

On the other hand, most right-thinking people will agree with the clergy that divorce is a very questionable cure for the evils from which we suffer, at best the clumsiest sort of social surgery, frequently causing as much harm as good by poisoning the blood of the social body.

Let us, therefore, for the purposes of this article, accept the hypothesis that divorce is really a result

of diseased conditions and a warning that preventive medicine is needed. Let us admit that the real evil lies deeper than we have hitherto realized, in our lack of educative preparation for domestic relations, and in our conventional thought (or lack of thought) about the duties, responsibilities and privileges of married life. We have not remembered soon enough that what young men and women, or even girls and boys think about marriage, before they marry, is an important determinant of their subsequent way of living.

The real cure
not in
legislation

Let us admit that the real cure does not lie altogether, or even chiefly, in the hands of legislators, much as we do need uniform legislation in this country, but rather in the hands of all those who have any part in the education of the public mind and conscience. Legislation can make marriage more difficult, thereby increasing illegitimate relationships, already too numerous, or it can prohibit or restrict divorce with a limited and negative result in the favor of righteousness, but *right education can make the informed mind and the poised character which are necessary to the solution of great problems, individual and national.*

And this brings to us a momentous choice. Either we must abandon the great monogamic ideal which centuries of painful evolution have brought us, and set up for posterity a lower and easier ideal, thus taking a step backward for the whole race, or else we must prepare men and women to live in harmony with this ideal. Otherwise we shall always have divorce.

The
monogamic
ideal

Roughly stated, the monogamic ideal is the free choice of one woman by one man and one man by one woman as mates for life. It is an ideal that demands

more in the way of constancy and self-control than any which preceded it, and yet, perhaps, just because of this fact, and also because of the security it affords the child, we have firm faith in it, and there are few who would be willing to give it up. We are inclined to agree that the race has, at last, made a good general plan for the marriage relation, and that our difficulties (as is also the case with the ideal of democracy) are practical rather than theoretical. We are all individuals sharply differentiated one from another, and it has become a matter of vital importance to us to marry the right mates on the right terms, and to be loyal to them when chosen. After ages of rigid discipline we have developed a sense of responsibility toward our neighbors, a realization that our marriages are important not only as touching our own temporary happiness and consequent usefulness, but also as they affect the lives of others. Therefore we have the monogamic ideal. But we have not been able to cut away the aftermath of the old systems of marriage, and with hardy courage to prepare ourselves for the attainment of the new ideal. Therefore we have with us divorce, which good clergymen abhor, good statesmen deprecate, and good people everywhere wish to avoid.

After centuries of shameful mythology which denounced motherhood as the "curse of Eve," we have come at last to declare the truth, even with lavish sentiment, that the functions of maternity are the noblest and most altruistic functions of physical life, and that spiritual motherhood is the greatest asset of civilization. But we are still childishly ashamed of the sex that goes before maternity and makes it possible. In these days of acute respect for scientific law we are apologetic for the reverent bi-sexual evo-

A few of our
inconsis-
tencies as to
marriage

lution whose highest triumph we are, and while, in our hearts, we thank God for making mothers, with our lips, or by silence, we chide Him for having made men and women diverse. Nor does the recognition of the altruistic power of spiritual motherhood lead us to trust in it, and to make it fully effective by turning its force into the channels of public as well as private life.

Our young people do not clamorously demand a knowledge of Greek, Latin, or higher mathematics, but these things we are careful to offer them. They do, universally, demand a working knowledge of life and love, but this we prudishly deny. Yet we have only to read the "advice to the love-lorn" column of a metropolitan daily to perceive a genuine anxiety about the wise choice of mates, and a thwarted idealism, which, if trained and encouraged, would blossom into the health and glory of the nation.

* * * * *

We have begun to develop our girls along individual lines, as we develop our boys, but we still expect them to be contented with a submissive life of marital dependence, in which the will of the husband assumes all dignified responsibility and control, and all liberty for achievement. If there is something of value in each human ego, feminine as well as masculine, then is it not as valuable after marriage as before, and should we not either be consistently Chinese in a refusal to develop feminine individuality at all, or else adjust ourselves as speedily as possible to a plan of life that will give women greater scope for achievement? And should we not foster conventions flexible enough so that a woman is not forced to adopt either cooking or calling as the chief duty

of life according to the weight of her husband's purse?

These are but a few of our inconsistencies—enough, perhaps, to hint at the causes that destroy homes through ill-considered and unsuitable marriages and ill-adjusted life plans. Oh, that our humanity were not afraid to be rightly and fully human in its every manifestation!

Where there is no love—let it be many times repeated—there is no home, even though both persons with uncompromising firmness, resolve to stand by a bad bargain “for the children’s sake.” This requires a very substantial heroism on the part of parents and is productive of good, for, in many cases, it secures to the child a protection which would otherwise be lacking. But it is not health, it is not happiness, it is not idealism. That divorce may cease to exist there must be right marriages, and that there may be right marriages there must be love and educative preparation for the passions as well as the labors of life. But we can do more than teach accurately the anatomy, physiology and ethical hygiene of sex. We can give young people, and especially girls, some knowledge of the why and wherefore of the right social customs.

No home
without love

* * * * *

No one wishes to dispute the fact that the woman who has a happy home, a loving and lovable husband and sweet little children is, indeed, blessed, and is living in obedience to the high behest of Nature and of God. But it is time to maintain, for the good of all, that the woman who enters into the bonds of matrimony for a home, or because it is considered the thing to do, without being sure of the love that

Marrying for
a home

would illumine the way, not only degrades herself, but paves the way to the divorce court by her insincerity. And it is time to show honest respect for the girl who is brave enough to go through life alone rather than become a counterfeit, giving to her husband an unsatisfactory and insincere relationship, and to her children a home life unsound at the core. And it should redound to the credit of William Taft that he has seen this truth better than most men of our time, and that he is decidedly on the side of good morals when he says, "I wish that every girl in the world were so situated that she would not think it necessary for her to marry unless she really wanted to."

In the interests of honest living it is time to set before girls another ideal, the ideal of service, which bids them marry and make all legitimate sacrifices with the right love for the right man, but, failing this, bids them give themselves over to such labors and pursuits as will make their lives strong, hearty, productive and happy, and will enable them to contribute to our civilization in ways for which the married woman has little opportunity.

* * * * *

Idle women
and
overworked
men

We must accustom ourselves to another new idea—that as marriage is no longer a duty for all women, so it is no longer a trade or profession, requiring all the time and labor of all married women. Some confusion has arisen on this point because certain labors have been associated with marriage in the popular mind. But these labors may, in the near future, come to be considered as trades in themselves, not inseparably connected with marriage, and the wives of the days to come may be found performing

diverse tasks. For we know that in our own times a woman may be the best of good wives and good mothers, but with small knowledge of spinning, weaving, basket-making, pottery-making, agriculture or even baking, although all of these trades used to be inseparably connected with the lives of married women. And tomorrow, owing to changed conditions, the woman doctor or lawyer may seem to be as desirable a mate as the cook or seamstress today. So much is possible!

And here we come to the most potent of all causes of divorce—the conventionally enforced idleness of many married women—parasitism Mrs. Schreiner calls it—and the overwork of many of our men. * * * The rush of our present life comes to bear most heavily on our most chivalrous. It wears them out physically and mentally and discourages them spiritually before they are fifty years of age. It gives them only time enough to nourish a vague doubt of the womanhood that is content to fatten on their toil, instead of laboring staunchly with them as healthy womanhood should do. They find their usefulness limited, their powers exhausted and wonder why. And then, sometimes in utter weariness they throw off the yoke and try to begin again. But the women are not always wholly to blame for this condition. Sometimes with a perfectly unreasoning “I can support a wife” pride, a man will insist that a woman should give up once and forever the only work in which she takes any interest, and leaves her a choice between idleness and housework in his home (which always, with or without fitness, a man will permit a woman to do)! But if a woman should say to her husband before, or soon after marriage, “John, it does not please me that you should be a lawyer—you must become

a stock broker," or "James, when you marry me you must give up the art that you love and become a carpenter," would we not be quick to decry her injustice? Yet there are men who still say to their wives, "The work you love you must give up. You may do the work I provide or none at all."

Of course, motherhood brings to women certain temporary limitations, but the thing we do not recognize is that these limitations are temporary. And, if, in all the ages past, women were able to combine with motherhood the most arduous physical labors, it seems probable that, in the present and the future when the demands of maternity are less rigorous, women should be able, with gain to the race, to enter the new fields of labor and accomplish laudable results.

* * * * *

Surely there is no greater safeguard for man and woman than the work in which mind and body can delight. Surely there is no more arbitrary convention than that which permits a man to dictate to his wife in her choice of labor. Surely it is time to give girls vocational training and permit wherever it is possible and right, the exercise of individual powers by married as well as by single women, and to say, with Mrs. Schreiner, "We claim all labor for our province."

Nor is there any greater foe of divorce than the full, reverential and human companionship of the man and woman who are husband and wife. For both it is cultural and valuable beyond the power of words to tell. But it is only possible between equals, and say what he will to the contrary, no man of good sense can respect as an equal the woman whose days are so many efforts to kill time.

Full equality
of man and
wife

And, if the marriages of tomorrow are really to be happier than the marriages of today, girls must demand this status of full equality with the men they marry, not an equality of privileges only, but an equality in responsibilities, duties and powers, which, nevertheless, recognizes that they are not identical.

The young wife must be strengthened in her vague belief that, although married, she is still a person and should be the director of her own physical, mental and spiritual activities, and responsible for them. For, when a woman, through force of misfit circumstances, becomes subservient in any great degree to the man with whom she lives, she loses, quite naturally, her sense of conscience and responsibility in matters over which she has little or no control. The old social custom which gave husbands absolute power in the control of wives had, at least, consistency to recommend it, since it also made them responsible for their wives' behavior. Today the etiquette of life and the law of the land hold that women are morally responsible creatures, but the exigencies of life place them at a great disadvantage in matters of self-control.

When such a woman becomes restless and unhappy in her own home, she is shorn of all power to help herself because her thought and her desires have no value there, and she must go out of her home, into court, for redress, cherishing the sullen feeling that she "couldn't help it" and was not "to blame"!

And, if it is true that girls should demand less of men in the way of unearned leisure and luxury, and more in the way of liberty to control their own lives, it is also of primary importance that they should demand more of men in the way of temperance,

**The double
standard**

soberness and chastity, and that they vehemently refuse the double standard of morals and stand firmly for the pure man as a father of tomorrow's citizens.

Let the boys and girls, then, face marriage with their eyes open, knowing that the decision about marriage is the most important an individual is called upon to make. Let them be trained from childhood in the laws of sex and right living, so that they fully understand the duties and privileges of life's greatest relationship. Let both be self-reliant economically, and offer them as many legitimate forms of amusement as possible, so that, by studying together, working together, and playing together they come to understand each other and do not make choice by force of proximity or moonlit perfervid error. Then, having met and loved, let them, before they marry, make their fundamental life plans, assign to each other the places they wish to hold, agree as to their economic relations and respective duties, and so, with the domestic altar firmly built upon a rock foundation, marry and fulfill their destinies.

Until these things have come to pass there can be no adequate cure for the "divorce evil." When they have come to pass there will be no "divorce evil" left to cure.—[*By permission of The Craftsman.*]

DEPARTMENT OF PLAYGROUNDS

XXVII

WHY HOME, SCHOOL, AND STATE NEED THE PLAYGROUND

MRS. WARWICK M. DOWNING

Chairman of the Department of Playgrounds for the
National Congress of Mothers



PROMOTION of such interest in playgrounds as will lead to their establishment in all towns and villages, as well as in connection with rural activities, is the purpose of my department.

Without a good physical foundation the mental and moral training of children is very inadequate, and this foundation is to be gained on the playground. The playground is essential to the proper development of the children of today, supplying for them what they have lost through changes in home and school environment, and becoming an important factor in making them useful members of society. Even the child is beginning to understand the significance and value of the playground. To it he looks for interests which are lacking in both home and school—things which help to round him out. It is one of the best possible fields for character building.

The playground has already done much for the physical side of the boy and girl, as new games which call for muscle-play and alert minds appeal to both; but I have been most interested in what the playground is doing for the girl. She is, as a rule, not so active as the boy, and her guardians, because of

The physical
foundation

The
playground
for girls

her supposed lack of physical endurance, feel that she should have more quiet amusement. I like to see girls just as expert as boys in climbing, swinging on rings, etc. Let them play ball games of all kinds, tennis and basketball especially, and between the more strenuous exercises, basket weaving, reed work and clay modeling may be brought in.

Physical exercise makes a girl more womanly with less morbid curiosity and unhealthy suggestion, as the playground will strengthen her body. This is vital, for when the duties of motherhood come upon her, she will have had a share in handing down to the coming generation a hardier race to meet life and its conditions more successfully. But to the girls who are burdened with the care of the baby brother or sister—the mere nurse girls—the art of play is early lost. Cannot these little mothers be given some time in which they may be free to play? Folk dancing has, for the past few years, done so much for our girls. They are better poised and the lithe grace which the wholesome exercises of dancing develops is just what these cramped little girls need, and playgrounds would give the opportunity.

Broadening
the scope
of the
playground

Perhaps the most important feature of playground work has been the broadening of its scope. This is best illustrated by the change in the name which is applied to the movement. It is now called "recreation work" rather than "playground work." "Playground" is ordinarily considered as applicable to children; "recreation," on the other hand, embraces all ages and classes. While our organization is concerned, to a greater degree for the children than for the mothers, yet the need for recreation, as applied to the mother, is often greater than for the child. Man's work, when compared with woman's,

is transient and superficial. In a generation or more it becomes history. Woman's work, the care and education of the child, leaves its influence for good or evil for all time to come. After the child is born, it is, of course, essential that every facility for health, morals, strength and vigor should be provided; but is it not even more important that the mother, herself, should be surrounded with everything conducive to the rearing of vigorous children?

In these days of advancing civilization, women are often spoken of as parasites, but this term ought never to be applied to the mother, even if the mother, for lack of something better to do, spends her time in idleness. That is a reason why recreation work should be welcomed. On the other hand, if the mother is overwhelmed with cares, worries and exacting labor, that is still a greater reason for the broadening of recreation work. We, therefore, hold that one of the greatest problems of our day is how to begin at the source of the trouble, and how to provide for that sort of recreation among women which will make them better mothers. This is not a work to be carried on by private organizations, but by the government itself. I could not describe how this should be done, but I do affirm, most emphatically, that something *must* be done.

It is, unfortunately, true that the men and women of the next generation are mostly born to parents of the middle or poorer classes. The mother is overwhelmed with work, and work of the kind that enervates and kills. Work, far from being an evil, is a positive benefit, if there is coupled with it enough of recreation of the right sort, particularly of the kind that will assist the mother in her most important duty—that of child bearing. This doctrine is akin

Recreation for
the mother

to that of eugenics; but by whatever name called, it should form an essential part of the science of government as administered by nation, state, and municipality, in the recreation department. Public money must be spent, not niggardly, but in constantly increasing amounts, to provide facilities for the recreation and play of mothers. It ought not to be considered as unreasonable to ask that one-fifth, or even one-tenth of the money raised by taxation should be devoted to the important work of making better mothers and better children. If only a fraction of that amount could be secured we should feel that the millennium had come. It may take years to bring this about, but we can start in the work now and begin the agitation, because we are sure that in the end the right will prevail.

Work for a
playground
committee

We ask co-operation and suggestions for all that makes for better men and women. If there is no playground committee in your town, you can make the first step by canvassing the matter among your parent-teacher associations and selecting the best workers you have for such places. You may discover that a principal has been waiting for just the assistance that such a committee can give to make the school yard available for real playground work, or to secure some adjacent ground for the purpose.

The committee might, at least, study local conditions and suitable places for recreation grounds and thereby create a public interest that would result in the securing of ground in the right places before the prices become prohibitive. Such a survey might reveal waste places that could be utilized as described by Mr. Mero in Volume V. Possibly a plan could be devised for using the school grounds for summer recreation, thus directing and utilizing the

vagrant energies of boys and girls during the long vacations, in organized recreation which will result in character building. Mr. Lee Hanmer makes some very good suggestions as to ways and means in Volume V, and Mr. Joseph Lee makes clear the basic requisites for the work.

A program of study and investigation given later in this volume may serve as preliminary to efforts to establish a playground on the school yard, and Mrs. Leland's article on the relation of school recreations to public games may help us to a more sympathetic understanding, not only of the play interest of our boys and girls, but of how their teachers are trying to utilize it.

**A study
program**

XXVIII

GAMES IN FOREIGN AND AMERICAN SCHOOLS

M. V. O'SHEA

University of Wisconsin

The English
athletic
spirit more
wholesome
than ours



THE feature of English education which impresses an American student more favorably than anything else, perhaps, is the importance attached to athletic training in the great schools, and the provisions made therefor. It is inspiring to one who believes that well-trained muscles are essential to a well-balanced mind to visit any of the so-called "public" schools, such as Eton or Rugby, and observe how *all* the boys engage in wholesome, developing games and sports which are regarded by the masters as a regular part of school training, and which are required in much the same way as Latin or mathematics. The masters themselves play cricket and other games with the boys, and in this way teacher and pupils are brought into closer and usually more vital and helpful relations than could ever be had in the classroom alone. At Eton, I saw the headmaster, Mr. Lyttleton, who was a famous cricketer as a collegian, training a cricket team, and for the moment he was just one of the boys, but more skillful than any of them.

At Oxford and Cambridge the men appear to participate in games far more generally and systematically than do our university students. The various colleges are provided with spacious grounds for cricket, football, and tennis, and it seemed to

me that most, if not all, the students were interested practically and wholesomely in one or another of the games. Athletics in England have not run into professionalism as they have in America, thus destroying their value for the majority of students. The entire athletic spirit in English colleges is more wholesome and rational than with us. And the result seems apparent in the healthy tone among the students. Nothing is probably quite so good for boys and young men as a reasonable amount of systematic indulgence in games which they enjoy. Body, intellect and morals are all affected favorably thereby.

The English girls in several private schools which I saw give about as much attention to cricket as do the boys at Eton, and the result is marked in the superior physical development of the girls. English girls of fifteen, say, seem conspicuously better developed physically than our own girls of this age. Several of the teachers in the great St. Leonard's School for girls at St. Andrews, Scotland, said they had given the matter particular attention, and had concluded that English girls are much stronger physically than their American sisters; and one reason for this is that the former live a more natural and healthful outdoor life. I saw the girls in this school playing cricket and tennis every afternoon as regularly as they attended classes during the mornings. Everything about the school suggests simplicity in dress and food, and a generous amount of time each day spent in the open air in free, unconstrained play. And these girls come mainly from the aristocratic homes of Great Britain.

The English are more successful in their physical education than are any of the other European nations, so far as I have observed. The Germans give

Games of
English girls

Germans not
so interested
in games

a great deal of attention to gymnastics, but they discourage games and sports. Physical exercise, as I saw it in Berlin, was all of a formal, military character. Pupils are not permitted to *play* during school intermissions; if they are not taking their gymnastics they must walk soberly and stiffly about the school yard. There is a striking contrast in this respect between a German and an American school; in the latter, we think pupils should relax during free periods, and be spontaneous; but in the former there is never any cessation of military control. This runs through all the work, even in the secondary schools. The German university students go in for out-of-door sports very much less than the students in England, and it is probable that they are the worse off on this account, for they spend a considerable part of their time and energies in much less wholesome ways. The situation is even worse with the students in France and Italy, where interest in all forms of physical education and healthful competitive games seems to be at a low ebb as compared with England, or even America.

The need for
more games
in America

The writer feels strongly that American teachers should, on every suitable occasion, impress upon the patrons of the schools the necessity of providing opportunities for wholesome games for all school children. In most states in our country, this could be easily accomplished if the need for it were generally appreciated. In the Old World, some of the great cities are tearing down whole blocks at immense cost, and establishing playgrounds. Let it be added here that a good playground, properly supervised, is one of the greatest aids to wholesomeness and good discipline in any school. It is, at the same time, of inestimable service in the physical, intellectual and moral development of boys and girls.



DEATH AND THE SCULPTOR By Daniel C. French
In the Art Institute of Chicago.

MISCELLANEOUS TOPICS

XXIX

LINES OF PROGRESS IN CHILD NURTURE AND CHILD STUDY

G. STANLEY HALL

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RECENT Progress in Child Study," is too large a theme for more than brief glances along a few lines. Whereas scientific child study almost began in this country and was at first looked upon a little askance in other lands, they have taken it up so vigorously that leadership, as represented by new lines of investigation, has, alas! passed from this country to continental Europe and the best child study is now "made in Germany," which in recent years has turned out most that is new and good, although we meanwhile have been steadily doing more and more each year. Although the attention the child receives *in the family* in this country is probably less than in any other civilized land, the condition here is on the whole improving, and we can at least say that in the number of resources and activity of public welfare societies devoted to the betterment of childhood's estate, we do now, without question, lead the world. As we classify and keep tab on these societies at the Children's Institute at Clark University, we make more than one hundred and ten different types of organizations devoted to as many different needs of childhood, normal and abnormal, and more than half of them of recent origin. They concern themselves with the child at work and

Leadership in
investigation
is in Europe

America
leads in child
welfare
organizations

at play and after school; some work for the tempted boy and girl, others study and direct social organizations of childhood and youth. Others study defectives, delinquents, dependents, and the subnormal child, and hygiene in its many aspects in the school and home. One protects the child from cruelty; another prevents it from being cruel to animals. One provides homes for a million orphans and strives to prevent their exploitation. Several states have adopted legal measures to prevent propagation of the unfit, and several more have annual baby shows along with the cattle shows, with elaborate score-cards and prizes, to refute the charge that we can breed cattle but not men. Some would reform legislation in many points where it is so regardless of the interests of children. Some are developing new methods and ideals for the treatment of the unwed mothers. Others occupy themselves with the responsibility of seeing that children have good stories told them, while others provide reading or censor moving pictures and even theatres. Others study and try to control the scores of gangs in all our large cities, which represent reversion to the savage tribe, seeking opportunities to inspire them and other child organizations with industrial, social or moral ends, while others are giving us new ideals and methods of how to understand and treat the juvenile criminal. There are now many agencies for caring for cripples, for tuberculous children, etc., etc. In all these lines of work on the whole we are learning, and in some ways it is more attractive to work for abnormal than for normal children, and today more ingenuity and originality are given to the exceptional child than to the average child. But it is encouraging to find, in looking over these organizations, that we are slowly

solving more and more the difficult problem of treating by far the largest group of children, on whom the success of the future depends, that is, the normal and average child, and indeed we are even making some progress in understanding and training and opening up special rights of way to children of superior gifts.

There is still, however, too great a chasm between scientific knowledge of the child and the practical surveys of children in the above philanthropic fields, so that there is a great and growing need for a national organization where those engaged in the accurate study of child nature can be brought into contact with and both teach and learn from those in the field and seeking to mitigate special evils to which children are exposed and to help them in their development. Now the general trend of recent paidology (the ology that deals with the child) is to lay more and more stress upon the first three years of life as basal for health, morals, and future efficiency. We are all children of our infancy. More specifically, about every disease or even slight abnormality with any nervous or mental feature to it almost always springs directly from something amiss in the first three years of life,—years of which the adult retains almost no, or the very scantiest, memories. This is the day in which the feelings, instincts, impulses, disposition, diathesis, character, temperament, words the meaning of which cannot be very well distinguished, but all of which point to the same central thing which is fundamental for everything else, are being shaped. Not only is the emotional life pretty well pre-formed forever by the end of the third year, but the basal traits of our nature have hardened almost into fate. So, too, is the way and degree in which the future adult will love and hate, be leader or follower, be

Work for the
normal child

Scientific
knowledge
and practical
surveys of
children

The first
three years

sexually precocious or retarded. In no other three years will the child's soul and body grow so fast and at no period are both so vulnerable. These new insights about this period are coming to make the nursery more important than the kindergarten or even the school. One recent authority states it strongly by saying that after the age of three, little can be done to change the character of the individual, for the rest of life is nothing but the copying in larger and larger type what is written there. These forgotten years of infancy which mould disposition have vastly more to do than has been dreamed of before in predisposing to health or invalidism in later life, for making success or failure in family or business, in pre-determining good or bad temper, courage or timidity, vigor or weakness of will, sympathy or callousness, docility or obtuseness, in making us poised or flighty; and there is much reason to think that the first three years really shape the material of even our later reveries and dreams.

Now the shaping of this plastic core of human nature is entrusted to mothers, for fathers can do little with it save indirectly by keeping the mother well, free and happy. The father has grave responsibilities at this period to his child, for that husband does most for his child who does most for its mother. Let me try to put in plain language a few of the practical results of the recent rather technical analyses that have led to these new insights concerning the first three years of life.

The mother in
the place of
God

1. For the suckling, the mother is in the place of God, for it feels toward her the same sentiments of absolute dependence which later turned toward the divine make religion, or turned toward nature make reverence for the nature-lover or scientist, toward

the moral law within, the philosopher, etc. In other plain words, it shows that those who love good mothers best are most likely to love later the great all-mother, Nature, and life. If the mother nurses her child, it is just about four times as likely to live through the first year, and if she cares for and handles its body herself, it is later more docile and tractable. It remains almost as before birth, consubstantial with her body and soul, and it grows naturally because all ailments are chiefly arrested that check the developmental impulse, although it may be in a very real, or be it a subtle and imperceptible way and degree, but all such checks are permanent and never overcome. The rubber nipple especially as a placebo has sprung into sudden and almost amazing prominence as a source of a very specific danger. The child too accustomed to this tends to develop more or less persistent and excited sucking, all the more so if it does not bring food, and this may cause flushing and a kind of second breath which makes for an erectile habit of body and creates an unstable erethic disposition which may lie dormant for years and to which later adolescent impairments of health strike back their roots and find strong reinforcement. Thus "*Lutscher*" are laying the foundation for passionate hysterical impulsions which may later defy normal control, while this habit is one of the chief predisposers toward self-abuse. In many ways, early propensities underly pre-formed reproductive habits, so akin are processes that serve for assimilation of food and those that serve for the conservation of the race. Normal diet and modes of feeding are then among the very best safeguards against sex errors later.

The pacifier

2. Abnormalities at the lower end of the alimen-

The alimentary tract

tary tract in the infant are also often found to be almost fateful for the later psychic life in ways hitherto unknown. More or less prolonged periods of interest in excremental activities are natural and normal. It is an expression of curiosity and a legitimate element of self-knowledge but if too prolonged or excessive, as it tends to be in nervous children, it lays the foundation for certain nameless perverse proclivities long familiar to medicine but never before known to be connected with these infantile traits. On the other hand if these tendencies are too prematurely or too strongly repressed by applying adult standards of modesty or shame, the soul tends to react into over-fastidiousness, scrupulosity, morbid cleanliness, misophobia, or morbid fears of contagion, etc. Thus here, too, we find another deep tap-root of the tendency toward certain perversities affecting the relation of the child and the race. On the other hand, by establishing regularity of habits and gratifying but not inflaming the child's natural lust for knowledge here, we can erect thus early an efficient barrier against a group of bad traits and even diseases later.

The
aggressive
and passive
types

3. Infant nature falls into two great types, the aggressive and the passive. Some instinctively submit, obey, accept authority, tend to acquiescence, are sympathetic; while others are no less instinctively independent, obstinate, prone to attack, fight, perhaps be cruel, etc. This distinction does not entirely coincide with that between girls and boys, for, as Schopenhauer long ago said, some boys seem to have girls' souls and some girls seem to have boys' There are, of course, all gradations between these types. Moreover disposition may change with age, especially at puberty, and once more, all are aggressivists in some

and passivists in other ways, so that it is a question of preponderance. Those who are activists to excess, if their energy breaks through the restraints of law, commit crimes of violence, or if their energy is tempered and directed, do great deeds, become heroes, pioneers, discoverers, inventors, leaders, while passivists to excess become cowards, sycophants, slaves, victims of others, place-hunters, not place-makers. They are weaklings and if they become criminals, it is because they are led into it. Their crime is of the vice type because they are led by others without will power or *initiative*. The better type of them may learn, become faithful executives of others' wills, they may make excellent clerks or even great scholars but are so actively, not creatively. Toward the other sex this latter type are very submissive and in family life become subjected, while the others are masters and subduers by force. Now it is during the first three years that this fundamental difference in disposition can be very greatly modified. Excess both ways may be corrected unless there is strong neurotic heredity. This can be done chiefly by disciplining fear, anger and sympathy, among the chief mainsprings of human life and character. We have to deal here with what German physicians call *Angst* (a larger term than our anxiety for it covers about all the nervous and mental troubles). Some of this *Angst* must be drained off into specific forms of fear, wholesome types of punishment, or anger may be changed from petty irritability to greater outbreaks against real evils, and all this can be done by processes known as repression, vicariousness, sublimation, which are simply operations which are almost instinctive to the really insightful and devoted mother. To the weaklings,

Disciplining
fear, anger
and sympathy

on the other hand, spurs must be applied to their apathy, of a kind that will rouse whatever germs of possibility there are toward the opposite type. They must be sometimes made to be afraid and angry. This intricate theme I cannot here enter, but it is much to know that so fundamental a diathesis can be changed, if taken in its nascent period, to a degree almost impossible later, and heretofore undreamed of.

The ideal
man or
woman to the
child of three

4. To a girl of three her father is the ideal of his sex, as to the boy of three, the mother is of hers. The nascent love that years later each will feel for his or her mate, begins to burgeon toward the parent, which is its first object, and the home is its sprouting garden before transplantation occurs. There are sometimes infantile fantasies that the parent of the same sex is away, and that the child takes the vacant place, as he or she understands it. Even at this tender age each parent is beginning to shape the pattern and especially the ideal which the child is to have of the other sex, and we have abundant instances of boys who have loved their mothers too much and too long, and still more cases of girls who have directed so much of their affection toward their fathers and continued to do so, so far on in their lives that as they approached maturity they grew a trifle, if unconsciously, jealous of their own mothers or fathers respectively. Now the stronger and the longer this continues the more probable it is that each, when they marry, can only be happy with a mate made body, soul, or both, in the image of the favorite parent. The father especially may so stamp his image upon his daughter's soul that wedded happiness with a man of totally different type would be impossible, while even the mother is the unconscious

model or pattern which her son seeks to copy in rejuvenated form in his bride. Now, too much of this is clearly not in the interests of eugenics, but enough of it in its time is of vital importance. But the moral for us is that parents must realize that their personality has very much to do with determining the kind of partner their child of the other sex will later take, that thus even their frailties as well as their virtues are prone to be sought in their children's future mates, and that thus they should strive to live up to all they wish these mates to be. This gives a new and noble function to parenthood. But each should avoid an intimacy so close or prolonged that the child, when nubile, either finds it too hard to turn affection to a mate at all, or narrows the range of selection too much. Error here brings only domestic tragedy and pathos, as is seen in many cases all about us, not a few of which come to the courts and asylums, for when the powers of adjustment to different personalities are limited, as they are so prone to be with neurotic traits, misfits doubtless do tend to torture the stock out of existence and may be for the interests of the race, though cruel to the individual. Cases of this type so numerous in psychiatry are even beginning to find their way into current literature. Of this the best parents of children of marriageable age need to take most heed.

XXX

THE PROFESSION OF FATHERHOOD

FRANKLIN K. MATHIEWS

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HAVE a friend who is supervisor of a home and school for dependent boys. Every now and again the *wanderlust* seizes some boy and he runs away. Of late this has occurred so often that at chapel the announcement was made that in so much as such action on the part of these boys brought undeserved censure to the whole school, something radical must be done. The supervisor said that the next boy who ran away, should they be fortunate enough to overtake him, would be soundly spanked. A little time afterward, a boy disappeared in the old familiar way. He was caught and returned to the school. The supervisor interviewed him in his office and administered the promised discipline. At first, there was very little reaction, for the fact is the boy had known in his short life little else than thrashings and beatings. Finally, though, real tears began to fall. The spanking over, the boy started for the door, still crying. Suddenly, he turned about, rushed toward the supervisor, threw his arms about his neck and said, "Oh, Mr. Brown, I love you. You make me think of my father."

What is the
father's
function in
child rearing?

What is the father's function in the rearing of children? A writer in a popular magazine answers by saying that it is analogous to the relation a captain sustains to his ship. Ordinarily, the captain is

not very busy; the other under officers seem to be taking care of things. But, when the storm comes, or some other crisis arises, it's the captain who takes command. So it is in the home. The routine instruction and training of the children are in the hands of the mother but when there is some grave problem to be settled, some critical issue to be met, some severe discipline to be administered, the father steps in to contribute his share.

The analogy is happy and rather well states the situation as it too often is. But, surely, the father's relation ought to be more vital, more sympathetic than that. To be effective, any influence for character development must be constant, repetitious. In the instruction and training of children in the home, there should be a daily program in the planning and execution of which both father and mother share. In the realest sense, the father should be head over his own household, tremendously concerned in all its welfare. He should give as much time and thought to home problems as to other affairs that seem to be more important, yet, measured by right standards, are not to be compared with the high and holy duties of the home.

Influence for
character
must be
constant

I hear someone saying, "All that is very beautiful in theory, good enough for other times, but it is different now. Men are so busy." So it is different now. The time was when men took themselves seriously as fathers and properly functioned in the home. The time was in our country when the home was the center of our life—industrially, educationally, religiously, socially, recreationally—but that type of home has passed or is fast passing away, and lest we judge the father too severely, let us stop to

Are men too
busy to be
real fathers?

consider the causes that have, to a very large extent, brought about this change.

We are too apt to think of this transformation as an isolated fact when, in reality, it is only part of a universal movement. The new knowledge has brought a like change to all our institutional life and invention has revolutionized business. So rapid has been the improvement in business that the manufacturing, the producing end, has outstripped the executive, the managing side of industry. Only recently have "Efficiency Engineers" been bringing the last mentioned department up to the highest state of efficiency. So it has been with the home. The development of the community activities have been so rapid and so far-reaching that the home influence has suffered a temporary lapse, and the problem that confronts us as a people is to bring back the old-time efficiency of the home.

I have no notion that we can bring back the old home but I am sure we can resurrect its spirit. The spirit of the old home was to magnify the worth of the child, to have a constant interest in all of what pertained to its welfare. This concern may not always have expressed itself in the most intelligent way judged by modern standards, but it was very genuine, very sincere; there was a passionate desire to serve the best interests of the child. The need of our American homes today is to reproduce this passionate concern for children. It is true that the activities upon the children's behalf that once centered in the home have passed into the hands of outside agencies. Home education has been supplanted by the Public School system; the religious instruction of children has been handed over to the church; social activities find numerous other places for their expression, such

We can
resurrect the
spirit of the
old home

as the Y. M. C. A., the Y. W. C. A., social settlements, the civic centers of the public schools, public playgrounds and other recreational centers.

And with all of these outside agencies doing such thorough work, it's very natural to say, "What's the use?" The answer is that it is in proportion as fathers are concerned about their children in all of these outside activities that they may reproduce the spirit of the old home. Fathers should be in closest touch with every man or woman who, working through these agencies, is doing such splendid things for boys. It is not enough that mothers co-operate. Better still, fathers should give their enthusiastic support. It is well that the Mothers' Congress did not inaugurate *mother-teacher* associations. The responsibility for a vital interest in the children at school rests upon father and mother alike. Moreover, the father and mother should be equally concerned about the child not only in the public school but in the church, at the Y. M. C. A., on the playground, in the library, or wherever else the child may go to normally express himself. There should be not only parent-teacher associations to support the work of the public school but similar organizations should be inaugurated to make more effective the work of the Sunday school, the Y. M. C. A., the playground, the Boy Scout movement, etc.

When fathers support the community child welfare activities in this way, they will be quick to see that all the environmental life of the child should be controlled, i. e., at all times the child should be intelligently guided and governed; that it is not enough that we should influence the child through the instruction and training of the several community activities, all these good efforts should be

Fathers must
be concerned
in children's
outside
activities

supplemented and complemented by the same thorough-going effort in the home. In the home, the parents should work with the same knowledge, the same methods, the same splendid purpose to stimulate and nourish the child's physical and emotional and mental development.

Fatherhood
as a
profession

Such a declaration brings us face to face with the need for a profession both of motherhood and of fatherhood. When we think of any profession, we think of a course of study, of knowledge in a particular field, systematized, organized into sciences. We are coming, or better still, we have come, to the time when we may well speak of the profession of fatherhood or the profession of motherhood. For there's a knowledge of the child, its physical and emotional and mental constitution that is as definite and thorough-going as other branches of knowledge. It is the business of both fathers and mothers to acquaint themselves with these facts that they may with intelligence guard and guide their children in the way they should go.

A working
knowledge
of the
physical boy

The father should have a working knowledge of a boy's body, its physiology and certain pathological conditions that from time to time arise, and the relation of these both to mentality and morality; should understand the effect of normal growth upon the boy's character development, particularly during the period of adolescence; be able to give instruction in sex hygiene, knowing just what to tell and how much and just when to tell it; understand the supreme worth of muscular co-ordination in relation to self-control and how through manual training, gymnastics and athletics these are both developed.

Of his
emotional
nature

Then, there is the emotional nature to be considered. Says an eminent psychologist: "The wild life

of the race is caged in the cerebro-nervous system of the veriest child." Which means that in order to understand the boy and work with and for him intelligently, fathers must have some knowledge of his instinctive equipment—the instincts of fear and anger and love, the instincts of imitation and curiosity, the sex instinct, the play instinct, the acquisitive instinct; possess such a knowledge of these as to understand when the boy is most under their sway; and how to utilize them for the boy's advantage either in imparting knowledge or developing character. Also, he must know the relation of the instinct-feelings to heredity, to the developing of personality and their value in directing the boy vocationally. Attention, too, should be given to the "gang," why it is that at one time the boy is so profoundly influenced by it and how this gang loyalty may be best used in educating and disciplining the boy. Moreover fathers should learn why it is that at one period of his development the boy has thoughts only of himself, while at another period the instinctive tendency toward altruism is so strong that often self-sacrifice with him becomes a pleasure; should know enough about the boy to understand why it is that he so dearly loves a joke yet, at the same time, may be so easily led into a most profound personal religious experience.

Nor is that all, the mental life of the boy must be reckoned with. Fathers should know enough psychology to discover whether their boys are motor or sensory minded; should understand the place imagination plays in provoking in the boy the splendid qualities of initiative and self-reliance; should know just when and why it is that at a particular time the boy begins to think and act for himself, and why it is the

Of his mental
life

youth so often questions all authority and darkening doubts so easily beset his soul. It should be the business of the father to acquaint himself with these facts, that he may intelligently and sympathetically guide and control his boy. Here is where a little knowledge is a helpful thing. Such knowledge will make fathers competent to develop the resources with which nature has endowed the boy; help them to determine those life issues which "when taken at the flood lead on to fortune."

The carrying out of such a program will take much time, there can be no doubt of that, but with equal assurance it may be said the rewards will be simply inestimable. "Knowledge is power," always has been, always will be. Such knowledge would bring a new sympathy for and a greater patience with the boy. Fathers would know then how to live *with* their children as well as *for* their children; would realize that in every child there is a will not to be broken but first of all to be understood, that is, rightly interpreted, and administered as a sacred trust. Then they would read in their Bibles not only "Children, obey your parents" but, what follows, "Parents, provoke not your children to wrath."

Dreams
coming true

"Of such stuff are dreams made," say some. And the answer is, the morning cometh, daylight is already breaking, the time is at hand when such dreams will come true. Already there are many signs of promise. The wide-spread interest men are taking in eugenics and the teaching of sex hygiene, and the winning fight against the social evil now being waged by so many agencies in which men are found among the most ardent supporters, all these things foretell the dawning day. Moreover, fathers all over the country are very much interested in the parent-

teacher associations of the Mothers' Congress; and, somewhat analogous to these, are the fathers' and sons' banquets now being promoted so successfully by the Y. M. C. A. throughout the entire nation. The Boy Scout movement is also numbering among its many thousand Scout Masters, hundreds of fathers anxious to do the best not only for their own boys, but for the boy life of the whole community.

The fact is, men, ~~fathers are interested in their children, very much interested.~~ If they turn the upbringing of children over to the mothers, it is not so much because they wish to escape the responsibility, but rather because knowing full well how great the responsibility is, possessing unbounded confidence in the mothers' ability, they commit this sacred trust into their hands. What is needed, then, is a strong urge on the part of the well-informed mother that the father should share in her knowledge of child-life and join with her in helping to direct the welfare work for boys and girls both within and without the home. In a word, it's "up to the woman."

If she takes advantage of every opportunity to become a well trained mother, first she will demonstrate by practice the possibility of the profession of motherhood. When by the mother's expert knowledge, vital problems are solved, most difficult questions answered, great responsibilities well met, fathers will be obliged to see that there must be something in it. And if something in it for the mother, why not equally for the father? Why not a profession of fatherhood as well as a profession of motherhood? Why should they not both together, working with the same motive, the same methods, the same principles and practices, instruct and train *their* children?

Co-operation
of father and
mother

Such co-operation, such a co-partnership in the home, would truly make the twentieth century the century of the child, as it has sometimes been called. In the nineteenth century, scientists, by new methods of learning, discovered the forces and energies and powers of nature, learned how to use them, govern and control them in the doing of the world's work. Out of it all has come a material progress such as the world has never known. But the end is not yet. By the same methods of learning, we are discovering the infinite resources of human nature, particularly as regards childhood. We are learning that within the veriest child there are potential forces, energies that, once understood, governed, guided, will work a miracle, almost, in the child's development. And when this knowledge is more universally applied, when fathers and mothers think of parenthood as a profession, as something for which there must be careful preparation; and, as by such preparation fathers and mothers together, with master touch, work with and upon the child when the mind is wax to receive and marble to retain, through such adequate training will be realized that "coming generation" which seers have seen and of which prophets have foretold and poets sung.

"Ring bells in unrequited steeples,
The voice of unborn peoples,
Your triumph is my own."

XXXI

A LITTLE LIBRARY FOR MOTHERS

ELIZABETH CHERRILL BIRNEY

First Chairman of Literature in the National Congress of Mothers



IT seems a rather hard condition that through the years when a mother feels most deeply her need for more knowledge of children she should usually have least time for reading and study. This would not be so disastrous if school and college curricula were framed to embrace even the slightest preparation for home life. That profession which demands a knowledge of sanitation, dietetics, the chemistry of cooking, careful and economical purchasing, artistic and hygienic furnishing, to say nothing of the care of children, is surely of sufficient dignity to deserve some preparation.

What do most girls have? If they belong to the happily envired ones who have not lived in boarding and apartment houses, they have probably made cake and desserts, and helped to set the table for guests. They have a general idea that one cleans house in spring, puts up fruit in summer and hangs curtains in the fall. They may know something about marketing for a much larger family and more expensive establishment than their modest first home, but not one woman in a hundred has had even the most perfunctory training for parenthood.

The mother of young children has little time for mothers' circles or for quiet study; practice takes all her time. Yet, how few people undertake nowadays

to plant a garden or to raise chickens, or bees, or calves, without getting a few books and reading the experience of others.

We can learn no art or science entirely from books, but when good trails have been blazed by those who have gone before us, we are foolish to attempt our own untried paths. Every mother can hang a little bookshelf in her busiest corner, and put on it from time to time a few books, which will be to her what his Blackstone is to a lawyer, his Baedeker to a traveler.

Her first problems are those engrossing, physical ones, connected with the care of the tiny, helpless body. "The Care of the Baby," by Dr. J. P. Crozer Griffith, of Philadelphia, and "The Care and Feeding of Children," by Dr. Emmitt Holt, of New York, are equally authoritative and helpful. Dr. Holt's book is arranged in the form of questions and answers, and so it cannot give the amount of practical detail which Dr. Griffith's work gives.

If a mother wishes to observe her baby intelligently during its first year, and study the normal unfolding of its powers, no book could be more helpful than "The Biography of a Baby," by Millicent W. Shinn. More popular than Preyer, it is yet scientifically accurate, and delightful reading for any child-lover.

There are many good books on the discipline and training of young children. Abbott's "Gentle Measures in the Management of the Young" is by no means out of date, filled, as it is, with helpful suggestions; Spencer's "Education," while somewhat superseded by newer books, is still a mine of wealth; Miss Emilie Poulsson's "Love and Law in Child Training" is helpful, while Helen Hunt Jackson's

"Bits of Talk" and the several child-study books by Patterson DuBois are full of hints and incidents which take hold of daily problems.

In her "Study of Child Nature," under the various headings of "The Training of the Senses," "Will," "Reason" and "Affections," Miss Elizabeth Harrison gives the principles which should guide all who have the care of children. No other one work covers the subject so completely. I have known of many touching incidents connected with this book and its influence. One mother described how she read it to her husband, a brakeman on the railroad, while he was dressing or eating his meals, so that he might become imbued with its spirit.

Psychology of childhood sounds very learned, but every mother can understand Baldwin's "Story of the Mind," which gives, very simply, the story of normal mental development.

Froebel is helpful only to those who have either studied education theories or who have learned in classes to apply his crude mother-play rhymes so as to get the inner meaning which beautifies them, but in her "Letters to a Mother on the Philosophy of Froebel," Susan Blow has given us this inner meaning and has applied it to problems of daily life.

As the child grows, moral questions are the most insistent. He reaches the point where he outgrows the constant physical dangers that beset young children, and he begins to develop into a highly-individualized human being, and to pass through that endless series of phases, so trying to the parent, and so apt, unless wisely dealt with, to leave some permanent injury to the character; while, if understood aright, they may be but those stepping-stones by which men and children alike leave their "dead

selves'' and rise to ''higher things.'' It is a trying time for parents, and sometimes it is helpful even to realize that other children pass safely through these same stages of development. There are two books on the moral training of children, one of which should undoubtedly be added to the shelf. Dr. Felix Adler's ''Moral Education of Children'' and ''Moral Education,'' by Edward Howard Griggs. Dr. Adler's is the work of the riper mind, of a man who has given his life to the study of ethical questions. Professor Griggs brings to his task the most modern educational thought, the opinions of a mind naturally philosophical and ethical, a deep love for children and the practical experience of a teacher and a father.

This is not a large library, is it? And yet, I believe that much enlightenment and help would lie in the understanding of these six books.

I do not feel like finishing these suggestions about a mother's library without urging every mother to keep always on her table or in her work-basket, where she can pick it up, if only for ten minutes a day, a really great book—one of those which have in them always a message of uplift for the human spirit. We women have much in our lives that is drudgery, much that is narrowing, if we do not keep looking at things from the viewpoint of ultimate results. Let the great book be what her spirit needs, not what mine has found helpful, and, even if she read only a page or so a day, it can hardly fail to lift her now and then from the valley of discontent, where we struggle with multiplicity of detail to the ''Mount of Vision,'' where we ''see life steadily and see it whole.''—[Mrs. P. P. Claxton, wife of the U. S. Commissioner of Education, has in preparation for the Congress a list of books for parents' reading.—ED.]

XXXII

DEVELOPMENT

ROBERT BROWNING

My father was a scholar and knew Greek.
When I was five years old I asked him once,
"What do you read about?"

"The Siege of Troy."

"What is a siege and what is Troy?"

Whereat

He piled up chairs and tables for a town,
Set me a-top for Priam, called our cat,
—Helen, enticed away from home (he said)
By wicked Paris, who couched somewhere close
Under the footstool, being cowardly,
But whom,—since she was worth the pains, poor
puss—

Towzer and Tray,—our dogs, the Atreidai,—sought
By taking Troy to get possession of.
—Always when great Achilles ceased to sulk,
(My pony in the stable)—forth would prance
And put to flight Hector—our page-boy's self.
This taught me who was who, and what was what;
So far I rightly understood the case
At five years old; a huge delight it proved
And still proves—thanks to that instructor sage
My Father, who knew better than turn straight
Learning's full flare on weak-eyed ignorance,
Or, worse yet, leave weak eyes to grow sand-blind,
Content with darkness and vacuity.
It happened two or three years afterward,

That—I and playmates playing at Troy's Siege—
My Father came upon our make-believe.

“How would you like to read yourself the tale
Properly told, of which I gave you first
Merely such notion as a boy could bear?

Pope, now, would give you the precise account
Of what, some day, by dint of scholarship,
You'll hear—who knows?—from Homer's very
mouth.

Learn Greek by all means, Read the 'Blind Old
Man,

Sweetest of Singers'—*tuphlos* which means 'blind,'
Hedistos which means 'sweetest.' Time enough!

Try, anyhow, to master him some day;
Until when, take what serves for substitute,
Read Pope, by all means!”

So I ran through Pope,
Enjoyed the tale,—what history so true?
Also attacked my Primer, duly drudged,
Grew fitter thus for what was promised next—
The very thing itself, the actual words,
When I could turn—say, Buttmann to account.
Time passed, I ripened somewhat; one fine day,
“Quite ready for the Iliad, nothing less?
There's Heine, where the big books block the shelf;
Don't skip a word, thumb well the Lexicon!”
I thumbed well, and skipped nowise till I learned
Who was who, what was what, from Homer's tongue,
And there an end of learning. Had you asked
The all-accomplished scholar, twelve years old,
“Who was it wrote the Iliad?”—what a laugh!
“Why Homer, all the world knows; of his life
Doubtless some facts exist; it's everywhere;
We have not settled, though, his place of birth;
He begged, for certain, and was blind beside;

Seven cities claimed him—Scio, with best right,
Thinks Byron. What he wrote? Those Hymns we
have.

Then there's the 'Battle of the Frogs and Mice,'
That's all—unless they dig 'Margites' up,
(I'd like that) nothing more remains to know."

XXXIII

THE SANTA CLAUS PROBLEM

ELIZABETH CHERRILL BIRNEY

First Editor of Child Welfare Magazine



HAT shall we tell the children about Santa Claus? Every year conscientious mothers are disturbed by this question. Shall we give the children the short-lived joy of believing in the Christmas Saint, running the risk of having the child feel afterward that his father and mother have deceived him, or shall we tell him no Santa Claus myths at all, depriving him of what has long seemed one of his inalienable rights? It is no exaggeration to say that grown-ups are also robbed of much of their Christmas joy. The beautiful holiday gets to be more or less a prosaic festival in the house where there are no children.

The telling of the Christmas myths to the little ones helps us all to believe in fairy tales, to let the rosy light of romance shine on the dusty lumber of our work-a-day minds, and to enter with the children into the realm of "make-believe."

The belief of the best modern educators seems to be that those human beings develop into the healthiest and most normal adult life who have had, at each stage of these childish developments, the full activities of that period. If we rob the child of wonder-stories when he is at the age which craves them he is to just that extent stunted in his growth as an all-around human being. If we do not supply the growing boy with the material for hero-worship, or

youth with poetry and romance to give it high purpose and moral uplift they cannot take up hero tales or poetry with the same benefit in after life. The hour for each strikes once on the clock of life. We cannot set back the hands, and woe to us if we try to set them forward. We can do our best by our children only by understanding the orderly process of their normal unfolding.

Yes, then, let us tell the children Santa Claus stories, let us read them "The Night Before Christmas"—let us read it ourselves to keep our hearts young, on good Dr. Lavendar's principle: "Whenever you are afraid you are too old to do a thing, go and do it at once."

The trouble with the Santa Claus myth is in our telling of it. We should tell the story simply as a story, not seeking to apply it locally, not trying to explain why or how Santa gets here and there, not putting in details which do not belong in the old story. Let the child fit it into his own environment as best he can. Unless we imply some question of probability by seeking to give to mythical events "a local habitation and a name," the child accepts it as not more marvelous than many other things which surround him—the whole world is to him a wonder-book—a veritable fairy tale—and flying reindeer are little stranger than balloons or automobiles. When he asks too many questions, when he can no longer accept the story simply and naturally, he is outgrowing it. One of the most important things about Santa Claus is to recognize his limitations and to know when his day is past. Most parents keep up the deception and try to make Santa more probable. They leave a window open lest the chimney be too small, or fit Santa out with an automobile for greater

speed, piling Ossa upon Pelion of falsehood in the effort to strengthen the shaky structure they have reared. As a rule, the child begins to question so gradually that his disillusionment need never be a shock to him, if we simply begin to tell him the truth when he is ready for it. The Christmas when his faith is wavering, when he does not quite know what to believe, is the time for him to help you pack a dinner for a poorer child, to go with you to take toys or books to a hospital. If he asks if Santa Claus will not remember those children, say "Yes, but when you help them you are being a Santa Claus, too, you also are helping to make these people happy." Little by little, he will get the thought that Santa Claus means the spirit of love and helpfulness.

It is a great pity when children are told that Santa Claus brings the Christmas tree. It is so much prettier and more educative to have the children help trim the tree as they do in the kindergarten. The home-made trees, with popcorn and cranberries and paper chains and strings of colored beads and straws and cubes are much more interesting to the child than the elaborate trees doting parents tire themselves out preparing—trees at which the child scarcely looks after the first "Oh" of wonder and delight. The glittering fragilities, which he dare not touch, are of no particular interest to him, but he loves every link of the purple paper chain smeared with paste by his own clumsy fingers.

When we begin to make Christmas gardens with fountains and electric lights we are taking away the child's best pleasure in Christmas—which is to have the toys within his comprehension, and expressing his own activities. When children are old enough

to themselves build gardens and put in electric lights it is the time to have them.

The spirit of unspoiled childhood, content with simple pleasures, is the real spirit of Christmas. When we allow ourselves to lose it we are losing the meaning of the holiday.

Above all, in telling the children of Santa Claus let us not neglect to tell them of the Christ-child whose birthday it is; in Germany every Christmas tree has an image of the Child at the top. In America, outside of Sunday schools, we seem to lose the religious significance of Christmas. The sweet old story is so within a child's comprehension; he loves all its details—the crowded inn, the manger, the shepherds, the wise men, the star. The imaginations and hearts of mankind, like the star, have swept on through time and space until they paused and finally rested over “The place where the young Child lay.”

I have heard the kindergarten children sing a little Christmas song whose poetry might be improved, it is true, but which has in it the spirit we should try to infuse into the children's Christmas festivities:

“Christmas, merry Christmas,
We greet it with glee,
With laughter and singing,
So joyful are we.
It brings us full stocking
Crammed down to the toe,
And fine Christmas trees
On whose boughs presents grow;
But we know a reason
That is better than these

For welcoming Christmas day—

Listen now, please.

Dear God sent a Christmas gift

Long, long ago,

To make people happy

And better, we know.

And so we, too, try,

As the day comes each year,

To make people happy,

And sad folks to cheer.”



THE HAYMAKERS By Leon A. L'Hermitte

From a Thistle Print. Copyright Detroit Publishing Co.
In the Albright Gallery, Buffalo, N. Y.

XXXIV

THE RECAPITULATION THEORY*

SOPHIA LOVEJOY DICKINSON



HE child passes through in its growth that which the race has passed through in its development. Kant suggested it; Hegel, Froebel, Spencer and others have advocated it.

Definition

If the child passes along through those phases of development which characterized the tribes and the nations, it needs the stimuli which have helped the race. In our education, we ought to bring in, just as far as possible, those things which helped the race rise out of its savagery. By methodical means, we should improve upon what the race blindly stumbled into. The race went from one level to another, and was prone to relax its effort, and stay too long on the same level. A child passes through some of these stages, but by force of heredity and environment he lands on one of the higher levels, and does not have to suffer the lower levels. There is no unvarying uniformity in this evolution. Some individuals and some nations seem to take long strides ahead of the average, in order to accomplish some certain work, or to become models for other groups. Often a nation must be prepared for its work, as you may see in the case of Jesus. The Jewish nation was built up for that very Christ, during thousands of years. They made a spiritual background for just such a character as came. You would not expect it—it

*From "A Textbook for Mothers."

would be an unthinkable thing—to have Jesus appear among the Bushmen of Australia. There is absolutely nothing there for such a character to spring from. But when you recall the spiritual training which the fathers and mothers of the New Testament had received during hundreds of years you can see how just such men as Christ and John the Baptist and St. Paul could come.

* * * * *

Our conscious years are but a moment in the history of the elements that build us. What is mine then, and what is thine? Not a gesture I can frame, not a look from my eyes but has belonged to others. Others, ages dead and gone, have wooed with my eyes; other men have pleaded with my voice. The hands of the dead are in my bosom, they move me, they pluck me; I am a puppet at their command. Is it I whom you love, friends, or is it the race that made me? The race is old, it is ever young, it carries its eternal destiny in its bosom; upon it, like waves on the sea, individual succeeds individual, mocked with a semblance of self-control, but each is really as nothing. We speak of the soul, but the soul is in the race.

“There is tremendous sweep in that period; it goes back, back, into the past so far that we become dizzy as we try to think how far it goes. While the race was still in one tribe, before there was the Negro, or the Chinese, before the sun had tanned him or the fogs had faded him out; even then he had a long ancestry behind him. He may now be an American, a European, or a Hindu, but he was always, at each step, a summing up of that which had gone before. All that was common to man before his separation

into tribes is common to man today, and is found more or less developed in all savages. We see differences, caused by climate, food and occupation; but through it all there is something of racial inheritance, common to all men."

The experiences of the race, previous to the separation into tribes, are common to every child today. If this be true, we can try to imagine what happened to a child of that early time, without the use of fire, much less fire-arms. He must have seen strange conflicts when the adults of his time met hand to hand; these conflicts must have been awful expressions of animal passion, without human control. It was no unusual thing for children to be torn to pieces by wild beasts and for the survivors to see parents subjected to similar kinds of death. In this unconscious race experience we find some explanation of the peculiarities of child life; its dreads, its fears, its imagination, its timidity at anything new or strange, its fondness for stroking soft material like fur, velvet or the lobe of a mother's ear; its fondness for climbing, running off on exploring expeditions; its fear of the dark, of wild animals and other unusual objects; its love of quarreling, teasing and even fighting. Most important of all is its desire to get hold of things and experiences that will stimulate growth and help to a higher level, with a broader view and a richer experience. That it is following ancestral instinct, instead of conscious reason, makes it none the less true and none the less valuable.

The mental life has come largely from the necessity for self-defense. If you would have a child develop naturally, leave him as much as possible to his own resources. The child lives largely on what he sees, feels and hears—on sense impressions, not on

The child
loses nothing
of the common
experience of
man

The child
lives largely
in the sense
world

deductions from these impressions. He has no conscious past experience which he can revive through memory. He needs frequent change and new objects to help him, because he lives in the sense world, and should live there till the adolescent period.

He is not an
adult

Child-study has done this. It has discovered that the child is not a little adult. We have too frequently regarded a child as a little man; this is not true. In his emotional nature, in his physical organism and in his sense condition he is as different as is possible for an embryonic creature to be. He bears to his mature existence a relation similar to that which the blade of wheat or grain of corn bears to the ripened fruit. The early years of childhood are full of conditions that do not belong to adult life, and if he does not outgrow these conditions, nature's plan for him has not been carried out. To expect a child to think and act like an adult is about as reasonable as to ask a tadpole to come out on the land and hop like a frog. The child is successively brute, anthropoid, savage, and then a civilized creature. He must follow this order of development. If, when nature intends him to be an animal, you try to make a gentleman, saint or scholar of him, you are acting about as wisely as when you try to hasten the development of the tadpole into a frog by cutting off his tail. You will spoil the child, and you will get anything but a sage or a saint.

Natural
conditions
necessary

It would seem to be a fair deduction, from these facts, that in training a child we can only furnish natural conditions, and trust to nature to do her part. We can furnish stimuli, but the stimuli suited to the age and the condition of the child. You ask how an ignorant mother can know these things? It is her business to study and learn them. This is her prob-

lem, which nature and her child will help her to solve.

The mother may well ask herself, "What is nature trying to do for my child, and how can I help her?" Here are some facts for such a mother: A child of seven weighs about six times as much as at birth; he has attained one-half the stature, one-third to one-fourth the body weight, and nine-tenths of the brain weight of the adult. The amount of the various tissues of the body has increased enormously. But he has not nearly one-fourth of the strength of the adult. The tissues are flabby and undeveloped, almost embryonic. They are not ready for efficient use or service. The early years are for increase in size and bulk, but not for development. We should give him plenty of fresh air and wholesome food, and let him largely alone. We must promote growth by healthy surroundings, fresh air in school room, bedroom, nursery, also much exercise of his own choosing. He should be encouraged to play, to use the great trunk muscles of shoulder and thigh, because these are ready for use. Let him tumble, and scuffle, and wrestle all he will. Do not keep him at one task too long, nor make him use the fine muscle necessary for writing and other hand work; these and their corresponding brain centers are not yet developed. Now is the time to lay the foundation for a strong body and steady nerves that can bear the strain and stress of mature life. Remember, do not interfere with nature; the mother hen does not show her wisdom by cracking the shell, and yet the chick attends to his advent when the time comes.

It is a mysterious thing for the human being to develop from early life into the full stature of the mature man; the physical, emotional, mental and, I

**Mystery of
human
development**

believe, his divine nature, all combined into one harmonious working whole. Nothing makes me realize the power of God as does an atom which contains forces that will develop into a being having a mental, moral and a spiritual nature. The power that conceived and created that atom, with its possibilities, is the power that I call God and which I worship. We must constantly remember that the child has the divine power, as well as the human tendencies.

In conclusion, the recapitulation theory is the foundation theory of all child study work; it is the first to be grasped and the last to be set aside. As you get the thought in its fullness, you will have more comprehension, sympathy and respect for a little child and his point of view. When he is wayward, letting off steam, or showing his ancient heredity, be patient, and remember that if he pulls everything to pieces today, later he will construct. Help him; don't whip him; you can no more whip immaturity out of a child than stripes out of a zebra.

Some one defines child-study as the "work of helping souls to be born according to the laws of self-activity, individual development and self-government, until they have reached a high degree of physical, mental and spiritual attainment. No strong character can be developed unless the emphasis be laid upon personal responsibility."

XXXV

A PATRIOTIC EXERCISE FOR CHILDREN

THE MESSAGE OF THE FLAG

MRS. M. P. HIGGINS

President Mass. Branch, and dedicated to the National
Congress of Mothers and Parent-Teacher Associations

PROGRAM

1. BUGLE CALL.
2. RECITATION—"Hats Off."
Henry Holcomb Bennett
3. SALUTATION TO THE FLAG.
4. RECITATION—"Power and Service."
5. SINGING—"George Washington." Solo and Cho.
6. RECITATION—"Abraham Lincoln."
7. SINGING—"Massachusetts Song," or "Star
Spangled Banner."
8. EXERCISE—"The Message of the Flag."
Recitation—Seven Red Stripes
Seven boys.
" Six White Stripes
Six girls.
" The New England States
Six children.
" The Middle States
Seven children.
" The Central States
Thirteen children.
" The Southern States
Eleven children.

Recitation—The Western States
Eleven children.

“ The Baby State
One child.

“ The Forty-eight States
Forty-eight children.

9. SINGING—“The Flag of Our Country.”

10. SINGING—“America.” Audience rise and join
in singing.

MATERIALS NEEDED AND DIRECTIONS

A large blackboard or paper background. Red, white and blue soft square crayons.

Follow the diagram—make the acrostic word P-U-R-I-T-Y in white chalk and cover with a vertical strip of brown paper, completing the words, Peace, Union, Righteousness, Independence, Thankfulness and Youth, also in white chalk and covering each of these with a horizontal strip of the brown paper. With red chalk make the words Honesty, Temperance, Industry, Courage, Brotherly Love, Hope, and Trust and cover each of these with a strip of brown paper. With blue chalk in large letters make the word L-O-Y-A-L-T-Y to represent the 48 states; cover with a vertical strip of brown paper. Tack all these strips of brown paper on so lightly that a gentle pull will release the papers at just the right time. This part should be entrusted to one or two who will practice and do it well, as the whole exercise, to be successful, should seem to go without machinery. Do not place these words upon the flag itself as that is forbidden by law in some states.

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THE DIAGRAM

L O Y A L T Y	<i>Honesty</i>
	PEACE
	<i>Temperance</i>
	UNION
	<i>Industry</i>
	RIGHTEOUSNESS
	<i>Courage</i>
	INDEPENDENCE
	<i>Brotherly Love</i>
	THANKFULNESS
	<i>Hope</i>
	YOUTH
	<i>Trust</i>

BUGLE CALL.

RECITATION—"The Flag Goes By."

Henry Holcomb Bennett

Boys and girls march in carrying a medium-sized flag

Hats off!

Along the street there comes

A blare of bugles, a muffle of drums,

A flash of color beneath the sky:

Hats off!

The Flag is passing by!

Blue and crimson and white it shines

Over the steel-tipped ordered lines:

Hats off!

The colors before us fly,

But more than the Flag is passing by.

Sea fights and land fights, grim and great

Fought to make and to save the state;

Weary marches and sinking ships

Cheers of vict'ry on dying lips.

Days of plenty and days of peace,

March of a strong land's swift increase,

Equal justice, right and law,

Stately honor and reverend awe.

Sign of a nation great and strong,

To ward her people from foreign wrong,

Pride and glory and honor, all

Live in the colors, to stand or fall

Hats off!

Along the street there comes

A blare of bugles, a muffle of drums,

And loyal hearts are beating high,

Hats off!

The Flag is passing by!

SALUTATION TO THE FLAG. All join in saying,

"I pledge allegiance to my flag and the republic for which it stands—one nation, indivisible, with liberty and justice for all."

RECITATION—"Power and Service."

Do we ask what it is gives power to our nation?

'Tis not gold mine, nor coal mine, nor cotton, nor cane;
True worth in the people of each generation
Marks the progress—we honor the man with a brain.

Two men we regard with great veneration,

George Washington fought, our freedom to gain,
And Abraham Lincoln gave his proclamation
To free all the slaves and that freedom maintain.

Today for the battles of life we're preparing,

We will take for our patterns these heroes so strong,
Put down all oppression—lift up the despairing,
And free our loved country from ev'ry foul wrong.

SINGING—Solo and Chorus—George Washington
"Obedience to the Vision."

To be sung to the tune of "Tramp, Tramp, Tramp, the Boys are
Marching"

There's a vision in the sky—there's a summons from the
King

Go through trackless forests, over mountain streams
To the rescue of the fort—never mind though arrows sing
And though Indian warwhoops mar your midnight
dreams.

CHORUS

Tramp, tramp, tramp, behold him marching,
Washington the hero, brave and bold,
Patriotic to the core—we will cheer him evermore
For the father of our country we behold.

2nd verse

There's a vision in the sky—see the colonies demand
 You must lead us—yes 'tis freedom's strong appeal,
 All the hardships of the past make him ready to command,
 Gen'ral Washington is clad with holy zeal.

CHORUS

3rd verse

Yet again the vision clear, 'mid the winter cold and drear
 See they softly glide amid the floating ice,
 For George Washington is there, when they cross the
 Delaware
 Life itself seems not too great a sacrifice.

CHORUS

4th verse

Yet once more the vision calls—be our president and guide,
 Launch the ship of State upon the open sea
 Though the billows round her roll, see her safely o'er
 them ride,
 While he flings aloft the emblem of the free.

CHORUS

RECITATION—"Abraham Lincoln."

Abraham Lincoln, in a cabin born
 Amid surroundings meager and forlorn,
 Friend of the squirrels, trees and running brooks;
 Necessity his teacher, flowers his books—
 Felt in his inmost soul this great ambition,
 To go to school and better his condition.

Abraham Lincoln in his cabin found
 Four books, which he devoured with zeal profound;
 The "Bible," prose and verse, he took as guide,
 Absorbed its teaching and its style beside.
 Then "Pilgrim's Progress," Æsop's Fables wise,

Those bright and human books he learned to prize;
 Robinson Crusoe stirred imagination,
 These four for future learning laid foundation.

Abraham Lincoln later went around
 And borrowed all the books that could be found;
 A life of Washington impressed him so
 He seemed to see the hero fight the foe.
 Barefooted in the field he grubbed and plowed,
 Told stories, talked, and argued while he mowed.

Flat sides of logs, the blackboard that he used
 To jot down words or stories that amused,
 Retaining in his mem'ry what he heard
 Of clear expression both in phrase and word.
 The boys would watch and when he took a walk
 They'd follow on in crowds to hear him talk.

Abraham Lincoln to the White House came,
 Gaunt, awkward, noble, with no thought of fame,
 To guide the Ship of State through storms unknown
 To free the slaves—and then his life lay down.
 Our martyred President—how great the price!
 'Twas freedom's new birth caused the sacrifice.

Abraham Lincoln, to thy work we turn,
 Repeat thy words and lessons from them learn
 "Achieve and cherish a just, lasting peace"
 Till war of nation against nation cease.
 Our Father, God—our brother, every man,
 Our motto, "Others"—and our lives, God's plan.

SINGING—Massachusetts Song.

To be sung to the tune of "Columbia, the Gem of the Ocean"

Massachusetts, the land of the Pilgrims
 Where our heroes have fought, bled and died,
 Massachusetts, the home of our fathers
 We point to thy record with pride.

With love shall thy children revere thee
 From the Berkshires across to Cape Cod
 For the mantle of honor enshrines thee
 And freedom to worship our God.

CHORUS

Three cheers, Massachusetts, for thee,
 Massachusetts, the land of the free.
 We pledge thee our love and devotion
 Three cheers, Massachusetts, for thee.

Massachusetts, within thy fair borders
 Guard safely thy Lexington field,
 All the road into Concord hold sacred,
 E'en the trees lend their aid as a shield.
 Hark, the clattering horse hoofs are sounding,
 Down the ages still rides Paul Revere,
 While the shot at the bridge is resounding
 With a force that the whole world shall hear.

CHORUS

Massachusetts, thy children adore thee,
 The Mother of Freedom art thou,
 Let all States bow tenderly o'er thee,
 And place laurel wreaths on thy brow.
 With a loyalty strong as thy granite,
 And a memory green as thy trees.
 We'll revere thee, we'll love thee, we'll serve thee,
 Fling the red, white and blue to the breeze.

CHORUS

EXERCISE—The Message of the Flag.

The Red Stripes—

Seven boys come forward each with a red (cambric) sash thrown
 over the shoulder and tied at the waist

Seven red stripes we have in our banner
 Which we want to name over to you,

Red, you know, is aggressive,
 And to prove to the color we're true,
 We'll inscribe on the stripes of Old Glory
 The honors we're striving to win,
 To keep her still waving as proudly
 As of old 'mid the war and the din
 Of the battles our fathers fought bravely
 When the flag which we honor was new,
 And when Liberty found free expression.
 In combining the red, white and blue.

First boy—

HONESTY

(Uncover the stripe HONESTY)

One stripe which I'm sure our flag stands for,
 Is honesty, fearless, upright,
 No shirking, no bribing, no stealing,
 Bring everything out to the light.
 Honesty means to a nation
 Freedom from grasping and greed,
 Justice, and open frank dealing,
 That is our national creed.

Second boy—

TEMPERANCE

(Uncover the stripe TEMPERANCE)

Our warfare will surely be endless,
 As long as King Alcohol reigns,
 Put him down, for he is a tyrant,
 His victims we'll free from their chains.
 Break up the saloons with "no license,"
 In the jail the cobwebs shall weave
 This legend, "Gone out of business":
 Thus shall temp'rance her vict'ry achieve.

Third boy—

INDUSTRY

(Uncover the stripe INDUSTRY)

List to the musical humming
 Of the mills all over our land;
 From the mines see the treasure outpouring
 At the laborers' sturdy command.

Iron, silver and gold, coal and copper,
Men working with hand and brain,
It is industry makes us a nation,
Sows the cotton and gathers the grain.

Fourth boy— COURAGE

(Uncover the stripe COURAGE)

To fight, we all must have courage
To face and conquer the foe;
The intemp'rate, dishonest, and slothful
Many seeds of destruction will sow.
Put on the whole armor, and fearless
Let us stand for God and the right,
Till our nation shall conquer oppression,
And with courage shall rise in her might.

Fifth boy— BROTHERLY LOVE

(Uncover the stripe BROTHERLY LOVE)

Behold, from many strange countries,
Floating flags of various hues.
When people flee from oppression
This is the country they choose.
Our country welcomes as brothers
All who are loyal and true;
All are equal and meet 'neath our banner,
The wonderful red, white and blue.

Sixth boy— HOPE

(Uncover the stripe HOPE)

Behold here are free schools and free Bibles,
Here are friends for the lonely and sad,
Here are churches, and public schools teaching
The way to be happy and glad.
There is hope for all who will follow
The way that our fathers made plain
When they fought for home and freedom
And died that freedom to gain.

Seventh boy—

TRUST

(Uncover the stripe TRUST)

Our fathers came to this country
 To worship in freedom their God;
 They braved stormy tempests, and landed
 Upon the bleak shores of Cape Cod.
 We will trust in the God of our fathers,
 And like them we'll be firm, true and just;
 We'll inscribe on the coin of our nation
 This motto, "In God do we trust."

At this point the boys stand apart, leaving room for a girl between each of them. Six little girls dressed in white come running up just as the vertical strip of brown paper is removed from the initial letters on the white stripes and together they say the following verse on Purity.

Then as each strip is taken from a white stripe each girl speaks one verse alone.

The White Stripes—

PURITY

By six little girls. Take off vertical strip uncovering PURITY

We six of us stand for purity,
 For purity white and clean,
 The red would be sadly lacking
 If they hadn't the white between.

First girl—

PEACE

Each one of us here has a mission,
 And mine is a mission of peace;
 The time which we long for is coming,
 When rumors of war shall cease.

Second girl—

UNION

The Union now and forever,
 One country, one government, too;
 United we'll march 'neath our banner,
 The beautiful red, white and blue.

Third girl— RIGHTEOUSNESS

'Tis righteousness keepeth a nation,
 Exalts her, and makes her increase;
 Metes out justice, tempered with mercy,
 Gives her wisdom and crowns her with peace.

Fourth girl— INDEPENDENCE

Independence in word and in action,
 To worship and work as we will,
 Makes us always to law yield obedience
 And thus Freedom's mission fulfill.

Fifth girl— THANKFULNESS

A thankful nation is happy
 And, for all our blessings in store,
 We will raise our hearts in thanksgiving
 To the God whom we humbly adore.

Sixth girl— YOUTH

There is one thing more that is needed
 And this we will gladly supply;
 Behold us—the youth of our country,
 All ready to conquer or die.

The New England States—

Six children. All the children representing the States have blue (cambric) sashes tied from shoulder to waist and ornamented with gilt stars.

They will stand just behind the children who have already spoken.

The early New England States are we,
 On our soil were the first battles fought;
 To our bleak Cape Cod the Pilgrims came;
 Behold, what the Lord God hath wrought.

The Middle States—

Seven children with similar starred sashes and flags stand with
the last six

The Middle States we represent,
The old Liberty Bell we claim
Which rang when the Constitution was born,
And our land a nation became.

The Central States—

Thirteen children with similar starred sashes

We came from the pushing Central States;
Chicago shows how we can grow
Pork, grain, stocks, and gold and wonderful fields;
Come out—and hoe your own row.

The Southern States—

Eleven children with starred sashes

We are here from the sunny Southern States,
The first colony was our own;
We are famous for statesmen and Presidents, too,
And for cotton and cane we are known.

The Western States—

Eleven children with starred sashes

The free, breezy Western States are we,
Important if not so old,
We furnish the world with corn and with wheat,
And supply you with silver and gold.

The following spoken by a small girl or boy in white in front of
all the children

Some of us are but baby states,
But we all will be loyal and true;
For we all of us stand for God and the right,
And we honor the red, white and blue.

PATRIOTIC EXERCISE FOR CHILDREN 259

All forty-eight children speak as the paper covering is removed

Behold the forty-eight stars,
Forty-eight States are we,
But only one nation, one purpose, one flag,
One watchword, "LOYALTY."

True to her thirteen stripes,
To the highest meaning of all,
When dangers threaten America's flag
On America's youth you may call.

Sing to the tune of "Columbia, the Gem of the Ocean"

The flag of our country forever!
Fling it out while with heart and with hand
Strive for Honesty, Temp'rance and Labor,
With Courage and Love for our land.
With Hope and with Trust in our Father
And with Purity shining in truth,
We'll keep Peace, Union, Righteousness forever,
Independence, and Thanks for our Youth.

All the children who have flags wave them during the chorus.
Chorus: to be repeated by school and audience

Three cheers for the red, white and blue,
Three cheers for the red, white and blue,
The flag of our country forever,
Three cheers for the red, white and blue!

Close by requesting the audience to rise and join in singing one
verse of "America"

STUDY OUTLINES AND PROGRAMS

XXXVI

PROGRAM OF INVESTIGATION INTO CITY METHODS OF BIRTH AND DEATH REG- ISTRATION

Use of Registration: See reports of U. S. Bureau of Census, Department of Vital Statistics, Washington, D. C. (free); also of Society for Study and Prevention of Infant Mortality, 1211 Cathedral St., Baltimore, Md. (enclose stamps for reply); also of Committee of One Hundred on National Health, 69 Church St., New Haven, Conn. (enclose stamps for reply); also articles covering this ground, National Congress of Mothers, 806 Loan and Trust Bldg., Washington, D. C. (a reply stamp would be a courtesy); also The Children's Bureau, Washington, D. C. (free).

Local Laws on Birth Registration: What are they in full? Are they well enforced? If not, why not? and how can enforcement be brought about? Reports on local cases which would have been aided by a record of birth.

Local Laws on Death Registration: Ditto above.

Stock Registration: What is the custom of stock breeders in the vicinity, as to recording stock births? Are children less than stock?

XXXVII

PHYSICAL CARE OF CHILDREN

LUCY WHEELOCK

"Who can tell for what high cause
This darling of the gods was born?"

I. BABY'S FOOD.

ERE it ought especially to be observed that the mother herself should be the nurse and not repel her own flesh nor grudge to the infant the sustenance which she supplied to it prior to its birth. Oh, how grievous, how hurtful and reprehensible is the strange conduct of certain mothers, who, feeling it irksome to cherish their own offspring, delegate the duty of nourishing their offspring upon other women!"—*Comenius*.

"In these years of infancy and childhood food and nourishment are of special moment; not alone for the time, but also for the child's whole future life. Through its diet, a child may grow up to be—in the business of life—idle or industrious, dull or lively, weak or strong."—*Froebel*.

"Luckily our baby did not suffer from thirst, for grandma, the nurse and the good doctor had all entered early warning that babies needed water, and that many a baby was treated for colic, insomnia, nervousness, and natural depravity, when all the poor little fellow wanted was a spoonful of water."—*Miss Shinn's Biography of a Baby*.

II. FOOD FOR CHILDREN.

“Children can and should be taught to eat what is best for them. Any child may easily be trained to eat not only any wholesome food, but any injurious food as well. In this, as in so many matters, parents must bear the responsibility of right habits.”
—*Shearer*.

“Any artificial appetite begun is the beginning of distemper, disease. * * * Nine-tenths of the intemperate drinking begins, not in grief and destitution, as we so often hear, but in vicious feeding. * * * False feeding engenders false appetites, and when the soul is burning all through in the fires of false appetite * * * what will this uneasiness more actually do than betake itself to the pleasure and excitement of drink?”—*Horace Bushnell*.

III. CLOTHING

“The clothing of the child in this, as well as in the next period should not bind the body, for it will have on the mind, on the soul of the child, the same effect it has on the body.”—*Froebel*.

Clothes, in form, color and cut, should never become an object in themselves, else they will soon direct the child's attention to his appearance instead of his real being, make him vain and frivolous—dollish—a puppet, instead of a human being.”—*Froebel*.

“The object to be sought by clothing is to keep a uniform layer of air in contact with the body and limbs. Dress may be well arranged without costing any more than garments ill-adapted to health.”—*Francis Warner*.

XXXVIII

PHYSICAL TRAINING

MRS. CHARLES DICKINSON

“My system, my beliefs, my medicines are contained in one phrase—to avoid excess.”



THE most magnificent thing about life is life. The body is the foundation, and not to be ignored. The people of power are they who have an efficient tool to carry out the mental and spiritual ideas. The way to sharpen this tool is to study the elements of self-training, which are inherent in the human organism, and which should be developed and trained in the home, the school, and all through life. These are the physical, the senses, the mental, the social, the dramatic, and the spiritual sides of our being. For the present we limit our discussion to the physical training; this is difficult because the departments of our natures are blended as perfectly, yet imperceptibly, as the colors of the rainbow, and it is impossible to say the physical ends here, and the mental there. As we always begin with thought, let us consider the theory of our subject, then take the practical application of it.

“The object of physical health is not health as an end, but as a means to the end of efficiency; the ability to do the work required, and to lead the good life. The kind of work decides the kind of machine needed; if threshing is the process, then a threshing machine is to be produced; if time is to be recorded, the finer mechanisms of a watch must be produced.

Notwithstanding this difference in quality of work and machine there must be some large principles which underlie all physical health. What are they?"

1. Keep the vital organs in the right relative position. 2. Breathe freely and often. 3. Eat enough and not too much. 4. Breathe regularly. 5. Exercise judiciously. 6. Relax and recreate at least once a week. Mr. Gulick says: "The correct physical position is a matter of habit, not muscle. Walk as though every man you meet owes you money. 'Chesty' means self-respect. Make the chest broad and press the back of the neck against the collar."

This rule applies to all positions while at work or at rest. It is right for bookkeepers, mechanics, athletes, mothers, and all other workers. Perhaps some one asks: "What good is all this for persons with round shoulders?" We answer, "It should arrest the bad position, and prevent any more curvature in the defective parts. It is no small thing to arrest a bad habit."

2. Breathing: The diaphragm is a muscle separating the chest from the abdomen. This muscle should be used freely, as it is in deep breathing. A few deep breaths before eating throw off gases and aid digestion. Muscular control of the diaphragm should be learned.

3. Food: In modern life the food seems to be considered the most important thing. We believe if more attention were paid to getting ready for food in the way of breathing, exercise, rest; and in getting rid of refuse, there would be less occasion for cures and remedies. If you are not well, yet are determined to become so, eat some simple article which agrees with you, until you can add another thing to your diet. If there is no such article to be found, go

to a doctor for help. After taking food, pay attention to the refuse; take care of the pores, the kidneys and the bowels. Activity and regularity without the artificial aid of laxatives are both possible and essential.

4. Baths: After two hot baths a week and a daily rub of the exposed parts of the body, the matter of cleanliness is disposed of. The luxury of the bath and its variety are great and belong to all ages and conditions. A cold plunge gives a physical glow, a mental tonic, and a moral uplift which is desirable for the day's work; but it is not essential for the health as the cleansing bath is.

5. Exercise: A few exercises in connection with bathing and dressing will keep one well, though it may not be sufficient to make one well. These exercises should be varied, and should be directed not at muscular training alone, but should include the nerve centers, and the secretions of the body. Almost any book on gymnastics will give the desired information. But it will not give what each person must work out for himself; thinking out his problem, and giving persistent effort to carry it out. A very few minutes each day will do the work after the plan is made.

6. Rest and Relaxation: A corresponding factor to exercise is rest. First rest, and repose of mind. Fatigue that sleep cannot relieve needs attention. Each should have the kind and amount of rest needed to make good the daily expenditure. When we consider rest as essential as work, we will find the way to it. Each mother should have at least a short rest each day. Many of us are busy trying to cheat nature; it cannot be done. She has established the law of cause and effect; in the long run she comes

out ahead. At least one day in the week should be sacred to recreation. Let each one decide what form this recreation will take; that which is best for him should be his standard.

These are the principles simply stated; the application belongs to the individual. To find the right, and do it is to play the game. Tables of measurements may be found in any public library. Take some obscure door jamb in your house and mark the height of your child. Send him to the nearest grocery for his weight. He will readily take an interest in his growth. Furnish him with suitable food; teach him the rules we have stated, and nature will do most of your work for you. She has made the laws, and given you a mind with which to find them and apply them.

Sleep required at	4 years	is	12	hours
Sleep required at	7 years	is	11	hours
Sleep required at	9 years	is	10½	hours
Sleep required at	14 years	is	10	hours
Sleep required at	17 years	is	9½	hours
Sleep required at	21 years	is	9	hours
Sleep required at	28 years	is	8	hours

XXXIX

A PROGRAM FOR THE INVESTIGATION OF THE SANITARY CONDITIONS OF SCHOOLS

MARY H. WEEKS

Locations: Are they too low?—Too near unhealthy conditions?—Too subject to continuous street or car noises?—Adjacent to places tempting to immorality?—Are they easy of access?

Structures: Are they well designed with reference to uses?—To cleaning?—To saving children's climbing stairs?—Are their exits planned for speedy emptying?—Are they restful in design?

Toilets: Location in buildings or grounds. Location of those for boys and girls with reference to each other. Kind of closets, method and effectiveness of cleansing, their ventilation and healthfulness, their drainage. Suggestions as to betterments.

Other Toilet Accessories: Some sort of investigation.

Heating Arrangements: Kind. Location in buildings with reference to best distribution and economy of heat, and the comfort of the children. Position of fresh air ducts and environment of the opening through which the air enters the building. Method of creating the draught which carries off foul air. Care and disposal of coal and ashes.

Drinking Apparatus: Character and method of caring for it. Source of water supply.

Cleaning: Methods of sweeping and dusting. Do

they remove the dust and dirt? How often are floors, desks and windows washed, and are cloths used which really make things cleaner? How are the blackboards cleaned in school hours and out? How often and how are walls cleaned? Are outhouses and yards cleaned properly?

The Ventilation: What methods are used to keep the air fresh yet warm, and at the same time to avoid direct draughts on the children?

Lighting: Does the light in every room come from the back and left of the pupils? Is it adequate? Are the windows separated by broad wall spaces or by the narrowest possible divisions?

Seats: Are the seats adapted to the height of the children, so that their feet are supported? Is the desk at the right height and distance from the seat? Is the seat of such construction that the occupant does not sit on his spine instead of his buttocks?

Infections: Are there proper precautions as to excluding suspicious cases, and preventing too early return? Are common drinking cups, sponges, wetting basins, slates, pencils, pens, etc., allowed?

Which can be changed first with least expense and friction and without criticism? Who should undertake the change?

See articles on clean schoolhouses, by Dr. Helen Putnam, in Child Welfare Magazine.

XL

WHAT LOCAL CLUBS CAN DO TO AID IN THE ESTABLISHMENT AND DEVELOP- MENT OF PLAYGROUNDS

A. Where there are no playgrounds:

1. Appoint a committee to study conditions and report.

2. Get articles published on the benefits of playgrounds, what other cities are doing, and what this city should do.

3. Collect all available information on sites, equipment, supervision, and administration.

4. Decide to run one or two playgrounds during the coming summer, and announce the plans, including cost.

5. Invite suggestions and ask for popular contributions of \$1.00.

6. Give a benefit entertainment at which some one shall speak on playgrounds and show lantern slides.

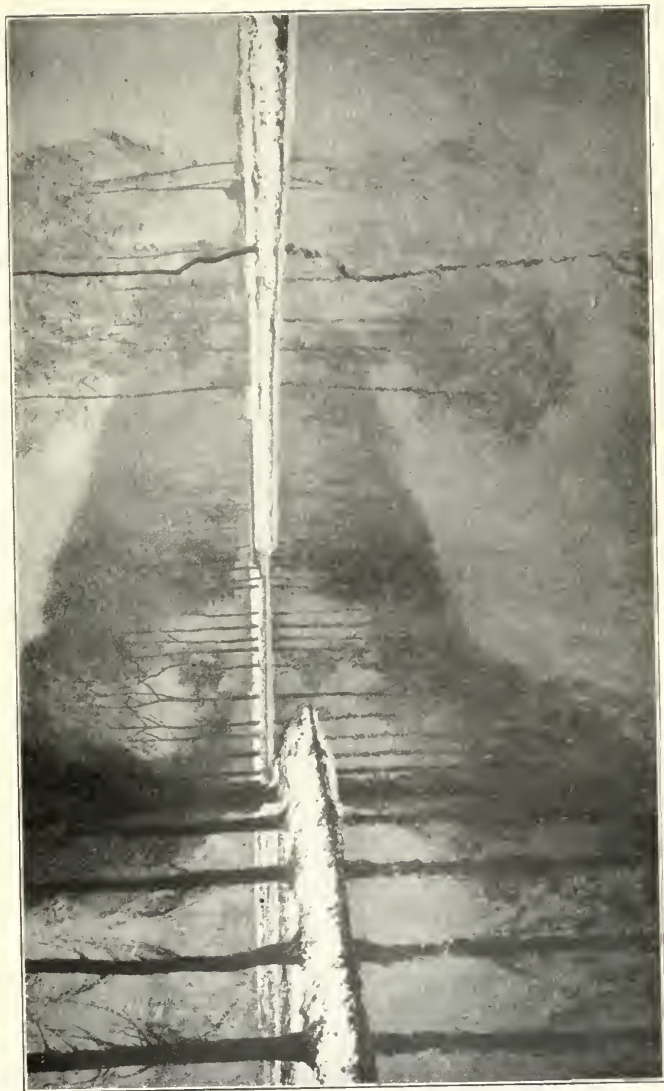
7. Engage a supervisor at a sufficiently early date to get his (or her) advice in equipping grounds and outlining activities.

8. Urge the city to support the work next year through the school board, park board, or a playground commission.

9. In large cities the committee should work for the organization of a playground association.

B. Where playgrounds are already established:

1. Appoint a committee to study the situation and suggest improvements.



WINTER ON THE ERFT By Max Clarenbach
From a Thistle Print. Copyright Detroit Publishing Co.
In the Albright Gallery, Buffalo, N. Y.

2. Co-operate with existing management in securing the needed changes.
3. Publish articles showing possibilities.
4. Organize a playground association to co-operate permanently with this work.

Note: The Playground Association of America will be glad to give assistance on any of these points.—
[*Colorado Congress of Mothers.*]

XLI

WHAT ONE WOMAN CAN DO FOR HER HOME TOWN



EN years ago a sensible, energetic little woman, with her family, emigrated to a new western town. She soon found herself very lonely. The other women, all newcomers, eyed each other askance and stood aloof. There was no social life, no neighborly feeling among them.

"I foresee nothing but starvation for their minds and hearts," she said to her husband. "Something must be done."

What she did was this: She called on every woman in the town, from the highest to the lowest in position, and persuaded them all to join an association for the promotion of fun and good-fellowship. The association was made up of bands, according to the different tastes of the members: the lovers of music were in one, the lovers of books in another. The zealous housekeepers easily fell into line together, while the needlewomen sat apart eager and happy to discuss their embroidery and crochet patterns. There was one group of young people who thought they could act, and another who loved nothing so much as dancing.

The bands met weekly on different evenings at the schoolhouse, the refreshments being limited to tea and crackers. Once each month an entertainment was given by one of the bands to all the others, including their husbands and sons. There was much zeal and ambition shown by the different bands in these hospitalities, each trying to outdo the others.

The musicians gave a concert, the needlewomen an exhibition of embroidery, the literary folk brought a famous author from Chicago to read one of his own poems, and the dramatic corps actually produced "As You Like It," without scenery or costumes, to the entire satisfaction of the town. The housekeepers gave a great supper, at which all the old beloved Eastern dishes appeared, from the brown bread and codfish balls of New England to the turkey and gumbo of the South.

The little town was in a perpetual state of pleasure all winter through these festivities. There were, of course, jealousies and envyings. A few individuals who were naturally mean and petty now and then betrayed these ugly qualities to the public. But as a rule the temper of the community was generous and kind. Men and women had been brought together in a pleasant, friendly way, and they were glad to be pleased and be friends. They had learned to measure their neighbors by other rules than the usual distinction made in this country by money, or the want of it. They were glad of the chance to help each other. When there was a case of sickness or a death in the community everybody was eager to be of use. The men clubbed together to bring a specialist to look into the case of the poor blacksmith. When the daughter of one of the poorer members developed musical talent, a fund was raised to send her to the East for training. A public library and a hospital were started.

The little woman's scheme had been successful.

For, after all, men and women are children of but one Father everywhere, and it only needs that they shall be brought face to face, for them to know that they are brothers and sisters.

XLII

A LETTER ABOUT A MOTHERS' STUDY CLASS

MRS. CHARLES DICKINSON

[The following very interesting letter shows the methods of work of a club of women who were anxious to develop themselves through their motherhood, as well as to do their best for their children.]

Matrix, Colorado.

Dear Madam:

You ask me for a report of our child-study circle. It is now a parent-teacher circle, organized by Mrs. Hersey, the state president of "The Congress of Mothers."

Our work was peculiar only in its relation to our educational center, Colorado College. The president of this college sent us a leader each fortnight—but I am getting ahead of my story. Before we appealed to this institution, we had been feeling around for something, but we were very indefinite. Maternity we had in common with the rest of our class; we wished for the higher step, motherhood. We knew we were educators, albeit not fitted for our high calling. We observed that the other professions, law, medicine, engineering, and education, would not allow a member of these respective departments to hang up a sign until he had a diploma, a degree, or some other proof of legitimate work done. Yet we mothers, representing the highest calling on earth,

had the temerity to establish homes and help invoke immortal beings, with no thought of fitness, and no scruple for lack of training. The world is very remiss in allowing ignorant people to establish homes and yet make no protest. When we realized the situation, our consciences would not be quieted by any false logic or flimsy excuse. We felt very humble as we looked into the trusting and inquiring faces of our children. We admitted, at least to ourselves, our total lack of wisdom to guide them through the complexities of life, much less that which is to come. We loved them with more than animal love; we had given them a royal welcome; we had helped nature to teach them to walk, to talk, to eat, in a manner becoming those born in our plane of life. But this did not satisfy us, although we were college women, and passed for intelligent members of our circle. We had only what nature gave us; we were not trained mothers, and this we determined to become.

We subscribed for the "Pedagogical Seminary," and became interested in the work of Clark University. Since we could not go to that inspiring center, we had a teacher come to us. He had been trained at Clark, and is now president of Olivet College. In this work, much depends upon the kind of teacher secured; we had the right kind. He was definite; he made us do our work thoroughly, yet he did not discourage us; but he led us to begin just where we were, with no other preparation than the desire to help our children, and no other equipment than our home and our child. He taught us to exalt our motherhood, never to belittle it or to allow others to do so. He said: "Be dissatisfied but not discontented. Take as your first lesson 'Know thyself.' Write out all the points of your methods and self-

training which you're sure are right, then follow with some one point that you can and will improve. Think out your points first, then write them down. Persist in this method of thinking out your ideas and writing them down, then keep on writing and writing. This simple method persisted in, will make a student of anyone. Learn to observe truthfully and to record correctly. Your opportunities for close observation of a child are great: these records properly arranged will be of value to other educators." He always spoke of mothers as leading educators.

In another lesson, he said: "I believe the chief things to work for in self-training, and in training others, are: health, happiness, and wisdom. If you doubt it, reread Stevenson, Dickens, and Solomon. The possession of these three factors will give all the essential things that make life what I think it was intended to be—a preparation for the better life to come. Material values, especially an excess of money, are not essential for the really desirable things of this life. I find that wisdom means knowledge and ability to apply it."

We had a brief history of education, especially the kindergarten movement and theory. We had a short, but practical, course in physical training for our own use as well as for the children. We kept a record of the growth of the children; we began with very simple things, as the height, weight, and chest expansion.

"James' Psychology" was our textbook, but we had others for reference and supplementary reading. Among these I recall a few: "Prehistoric Education"—I have forgotten the author; "History of Education," by Seely; "School and Society," by Dewey; "Moral Education of Children," by Felix

Adler, and many others which I cannot recall, as I am writing from memory.

During two college years we had these lessons; we copied outlines, and we took ample notes; when possible, we did some original research work, and at the close of the course each mother wrote her thesis, which was passed upon by the college faculty. The college had a mother's certificate engraved, and used, the first time, for this class. It testified work done by the holder in "Child-Study."

XLIII

SUGGESTIONS FOR "ROUND TABLE" AND "PROGRESSIVE CONVERSATION HOUR" IN THE CHILD-STUDY CIRCLES IN THE PUBLIC SCHOOLS OF CALIFORNIA

MRS. C. C. NOBLE

National Chairman of Membership in the National Congress of Mothers

Books



O you help your children select the books they bring from the public library? Public libraries are sometimes a great blessing, sometimes a great curse. Is this the fault of the home or of the school? Many of the brightest men have had but few books, and those for older people. What hint does this give? Have you considered the advisability of training children to read more on history and travel, instead of so much fiction? Should we give the classics to the children at an early age? What do you think of the picture stories often published in the daily papers? Do they ever suggest poor English, vulgarity or disobedience to parents? And do they make wrongdoing appear smart and courageous? Talk with the children about the things they read.

Keep in touch with your children's friends. Bring children into frank, wholesome companionship in the home circle. The intimate relationship between parents and their children in their teens is very necessary to the best interests of home life. How can the

most healthy condition be secured in settling the boy and girl question?

Discuss possibilities of a child-study circle in your school. In what way can it be made most helpful during this year? From the teacher's point of view, from a parent's point of view, and from a child's point of view, what would be the value of co-operation in any line of work for children? It is not possible to do everything at once. Would it be wise to make a choice of things most needed by the school?

Co-operation

XLIV

A STUDY OUTLINE ON HOME DISCIPLINE

MARY H. WEEKS

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1. OBEDIENCE

 O one before him so ably demonstrated the civic and spiritual wisdom of Christ's teachings as did Froebel, in discovering—not devising—the ways and means of developing man into a self-governed being, obeying the inner voice of conscience in the face of every temptation to which flesh is heir, and becoming a voluntary, law-abiding citizen of both the individual and the national home.”—*Marion Gertrude Haines* in “*Home Government*.”

Ordinary meaning attached to “obedience.”

Effect on character of this sort.

Analysis of reasons why parents and teachers are so frequently satisfied with such obedience.

Exact definition of obedience in its higher sense.

Necessity for it in the development of noble character.

Its effectiveness as a training for life.

The waste of time and effort involved in disobedience, both for parent and child.

Short-sightedness and selfishness of parents who do not exact obedience.

The feasibility of the formation of such habits through the early, systematic, consistent and determined effort of parents.

2. PUNISHMENT

“The object of all child training is to develop the good and dwarf the evil.”

Progress of the state in its attitude toward the rights of the parent in the child.

Gradual progress of the laws and courts toward punishment.

Attitude of students of criminology toward it.

The defects of punishment as a method of developing noble, self-reliant character.

Value of motives to which it appeals.

Bearing of these facts upon home and school.

A clear definition of “punishment.”

An exact statement of its purposes.

An analysis of its proper results.

A statement of its usual effects.

Corporal punishment in the home: its purpose, necessity, conditions of execution, dangers, measure of success, natural causes of its failures.

Natural punishment, or cause and effect, as seen in the child's relation to the material world and to the people around him; its effectiveness as a teacher; its value and limitations.

The ideal substitute for punishment.

The selfish, self-gratifying parent and the unselfish one.

3. DISCIPLINE

“It requires self-control, firmness, patience, ingenuity, judgment, and sympathy to enforce discipline.”

Beginnings of discipline, both physical and moral.

Economic value of early beginnings, both for parent and child.

Exact definition of “discipline.”

Froebel's idea of discipline, the natural method, productive of enduring results in right directions.

Importance of forming ideals of conduct for the child and of framing some general system of discipline before the necessity for its use comes.

Value of a preliminary study of temperament in general; an individual study of the temperament and peculiarities of each child; an adaptation of the general plan to individual needs; an examination of results in each case.

Value of habits and right conduct and methods of changing action into habit.

Usefulness of habit in perpetuating the effects of discipline.

A consistent and persistent requirement, modified in each case by reason rather than sentiment.

Comparative value of precept and example.

Use of high ideals set before the child, and comparisons of results of different lines of conduct.

Use of public opinion, i. e., his own world, as an aid to discipline.

Use of biography, history, and story as determining factors in efforts toward self-government.

4. OBSTACLES

Exact analysis as to why the following things make home government difficult:

- a. Improper and insufficient food.
- b. Improper, insufficient or uncomfortable clothing.
- c. Improper physical conditions in the home.
- d. No opportunity for plenty of outdoor exercise and games.
- e. No cultivation of a working interest in the home and its surroundings.

- f. No regularity as to hours for meals and sleep.
- g. Failure to understand lines along which the child's interest naturally develops.
- h. Repression of the child's individuality.
- i. Undue importance given to the child as a member of the family.
- j. Failure to make clear the mutual obligations of children and of parents and children.
- k. Failure to uphold the discipline of the school.
- l. Failure to appreciate the child's point of view.
- m. Unnecessary interference with the child's plans or play.
- n. Injudicious choice of time and place for reproof.
- o. Negation instead of suggestion.
- p. Failure to have definite plans for home government, systematically carried out.

XLV

A LITTLE LAY SERMON ON CORPORAL PUNISHMENT

FRANK A. MARSHALL

Editorial Writer for the Kansas City Journal



THE world has not yet progressed sufficiently for child-beating to be relegated to the barbarism of woman-beating, but even this stage of eugenics will be reached in time and then it will make not the slightest difference whether the child-beater is the parent of the child beaten or whether he beats the children of some other parent. The act itself will be categorized with the other reminders of the days when brute force took the place of fitness for parenthood and when people expected children they had beaten to love them.

Of course, fretful children are a "nuisance" on hot days—and on cold days, too, for that matter. Mischievous and disobedient children, regardless of sex, are a "trial," and sometimes, indeed very often, it is much easier to strike a child than to be a parent with real claims on the affection of the little one. A blow is the immemorial degradation. To this day, thousands of years after the institution of civilized law for the redress of private wrongs by public authority, a blow is the provocation which excuses violence that would otherwise be punished. There is something so inexpressibly humiliating and debasing in the lash that civilization has revolted against the flogging of criminals. The knout is the link that binds

Russia to the old barbaric past. The conscience of the race refuses to excuse the flagellation of the hardened criminal or the most refractory inmate of institutions for the restraint of the grown-up "nuisance" and "trials" who are infinitely more "provoking" than the disobedient child.

Modern criminology has recognized the fact that the beating of human beings as punishment is a confession of failure on the part of society to appeal to the innate manhood of every man and the inextinguishable womanhood of every woman. We have reached the very encouraging point, in dealing with grown-up people, that the blow is a confession of unfitness for the exercise of brute force as a restraining and reformatory influence.

If men are but children of a larger growth, and the child is the father of the man, then why not say that children are but men of smaller growth? If there is nothing more degrading to a man than a blow from his adversary, if nothing will make the fighting blood boil more quickly than to be struck, what shall be said of the crushing humiliation for a boy when he is struck, especially by his own parent? And it makes no difference whether he is clubbed or spanked. The Bible aphorism, "Spare the rod and spoil the child," has done infinite mischief in its time, for it originated long ago when the blow was a more potent influence than it is today.

There are a great many parents who do not deserve the happiness of having children about them. The child-beater, if a man, is a woman-beater at heart; he is simply able to resist the temptation to beat a woman but does not consider it incumbent upon him to resist the temptation to beat his child. The difference is of degree and not of kind. No

woman ever beat a child without losing for the time being something of the fine elements of her womanhood. For neither man nor woman beats in any other spirit than that of anger. "The Lord loveth whom He chasteneth" has been appropriated in a spirit of buncombe by lots of parents who profess to believe, and try to make their children believe, that the beating hurts father or mother more than it does the child. It is mere self-deception. People beat children because they are angry and either do not possess the faculty of gaining the complete affection of their children or do not care to take the trouble to acquire the faculty. They follow the line of least resistance and the switch is the nearest at hand.

XLVI

AN OUTLINE FOR CLUB STUDY OF BIOGRAPHY WITH SUGGESTIONS FOR PRODUCING LARGE RESULTS

HANNAH A. DAVIDSON

Author of the "Study Guide Series"

1. What biographies did you *yourself* read before you were twenty?

2. Did you read by choice or by requirement? Had you any source of special interest in the biography read? If so what? Did you finish the book?

3. Do you remember whether the person interested you, or the story of his life?

4. What influence did the book exert on your mind, or your ideals of conduct?

5. If you read no biographies before you were twenty, why not?

6. At what age did you begin to feel interest in the lives lived by other people, apart from their relation to yourself? To what was this interest due?

7. In stories read by you at that age, were you interested in the people apart from the story? Do you remember any of them definitely and clearly now? If so, to what is this due?

8. Do you consider the biographies read by you then suitable for your own children at the same age? Why, or why not? Would they interest your children now? Why, or why not?

9. Select a list of six available biographies that you consider suitable for lads and lassies between 11

and 14 or 15. In giving the list, append to each a booknote, indicating the value of the book, the source of interest for the young person; also say whether you have read the book, whether you have really tried it with the young people, and if so whether the book will create its own interest, or what aid, suggestion, etc., should be given with it.

10. Select, in the same manner as above, six available biographies for the age 15 to 18 or 20, and prepare for each a booknote.

[Note.—An entire meeting of the club may profitably be given to report on this topic, with comparison and discussion. In towns where a children's librarian is employed, she may be asked to make selection, for each age, of the six biographical stories she (a) considers best, (b) has found most successful in use.]

11. Obtain from your local library a full list of all books on the shelves for each of the ages specified above. From these, select the biographical stories and group them as follows:

- a. All you have read yourself, with brief commendation or the reverse, giving reasons.
- b. All you think worth reading with a view to use with your own young people.
- c. Those you think likely to interest if read alone, by young people.
- d. Those that will interest when two or more persons read together.

[Note.—“c” and “d” must, of course, be selected on the basis of personal examination and opinion.]

12. Obtain from same source a list of libraries that have published special bibliographies for children. Distribute list so that each member of the club shall undertake to obtain one list, and correspond for in-

formation about its use, etc. Reports and discussion will occupy the hour of meeting.

[Note.—The writer suggests that in cities and large towns lists of juvenile books for sale in the shops be obtained and studied in the same way. A club may exert a positive and beneficent influence by means of carefully prepared lists of books on various topics, suitable for Christmas gifts for young people. Dealers will place the books on their shelves. Newspapers will publish them, etc.]

13. Book Reviews: Let each member of the club select some biographical story supposed to be suitable for the young, preferably from the list of "new books," read this book and write a brief review covering the following points:

- a. The significance of the man's life or work; that is, why is the story of it of value outside his own circle of acquaintance? If it is not, then the book is condemned in advance.
- b. What is the keynote of the narrative? That is, in what does the main interest lie?
- c. What age is the story most likely to interest? Why?
- d. What type of mind or temperament is the book likely to interest most?
- e. Does the book in itself interest you? Why, or why not?
- f. What features of the narrative will probably remain longest in the mind?
- g. What will be the dominant effect or influence of the narrative?
- h. What secondary impressions are likely to be made?

i. Is the book one to be re-read a second or a third time?

j. Personal opinion, suggestion, or criticism.

[Note.—The list of new books thus presented in reviews will form an admirable beginning for a buying list from which to select. In some towns, the librarian may welcome co-operation of this sort and to this end furnish the books or aid in obtaining them from publishers.]

14. Establish a bibliography of approved and tried books to be kept in charge of the secretary in a form accessible to all members of the club. In this bibliography put:

a. Books used and best beloved by the young folk in any family represented in the club.

h. Books read and approved by the club, and afterwards tried in two or more families.

c. Keep a "Waiting List" of books suggested and recommended by anyone in the club, or outside, but require before a book is placed on the waiting list, that it be presented by a sponsor who has read the book and, if possible, has tried it with young people.

[Answers to the following questions are not to be culled from books, but evolved from the parent's own thought, and compared with those of other members.—ED.]

15. a. Should the strong inclination and preference of the child be the chief element in the choice of reading? Why, or why not?

b. Should the natural hero worship of the boy and girl, when spontaneously manifest, be fostered or repressed?

16. What other considerations should influence choice?

17. What should be the guiding principle in regard to the spontaneous preference of youth in the choice of reading?

18. For what reasons may one attempt to interest the young in books for which they have no liking? What would you make the test of success or failure?

19. At what age should the careful supervision of books given the child to read be relaxed? In what degree?

20. When should all censorship of the youth's reading cease, and he be left to his own choice except by friendly advice?

21. What is the proper relation of general reading to the study pursued in school between 12 and 18? Should the studies be allowed to crowd out the reading? Discuss the probable result of either course, with illustrative experience.

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